

# APPENDICES

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## **Appendix I: Full List of Considered Initiatives**



## DRAFT

Category	Initiative	Description	Related Groups
Early Childhood	Kindergarten Individual Development Survey (KIDS)	Observation based assessment to better understand developmental competencies of kindergarteners in order to enhance instruction in support of building the skills and knowledge young learners need to be successful in school.	KIDS Advisory Committee
Early Childhood	Race to the Top Early Learning Challenge	Federal grant jointly administered through the US Dept. of Education and the Dept. of Health and Human Services awarded to enhance quality and coordination of state early learning systems. Illinois was selected as a recipient of \$53M in funds.	Early Learning Council
K12	Charter school authorization	The Illinois State Charter School Commission was created as part of the Charter School Quality Act and signed into law in July 2011. Under the law, the Commission is established as an independent commission with "statewide chartering jurisdiction and authority".	Charter School Commission
K12	Classrooms First Commission recommendations	This statewide advisory body submitted recommendations to the Governor and the General Assembly in July 2012 regarding options for district consolidation, streamlining operations, and reducing duplicative administrative costs.	Classrooms First Commission
K12	District interventions process	IL State Board of Education provides comprehensive interventions aimed at supporting student learning for the chronically lowest performing districts including state oversight, possible leadership changes, and development of a transformation plan.	IL State Board of Education
K12	Five Essentials Learning Climate Survey	A component of the new state school report card for collecting and sharing feedback from teachers, parents, and students. Survey elements based on research around key indicators of student learning developed by the University of Chicago.	School Report Card Steering Group

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K12	Growth model to comply with State Fiscal Stabilization Fund (SFSF)	IL State Board of Education is working with a stakeholder advisory group to identify and coordinate timelines for assessing and using student growth information, develop a process for evaluating different approaches to assessing student growth, advise on the use of growth data to improvement instruction, and evaluate progress and effectiveness of the development and use of student growth information.	Growth Model Working Group
K12	High School Graduation, Achievement, and Success Commission recommendations	State advisory body completed recommendations to the Governor and the General Assembly in April 2013 around identifying barriers to high school graduation and enhancing student achievement including freshmen "on-track" indicator.	High School Graduation, Achievement, and Success Commission
K12	Illinois State Board of Education (ISBE) Center for School Improvement	Established in 2012 by IL State Board of Education, the Center for School Improvement is geared at providing supports to local education agencies in order to raise student performance in schools across the state, particularly the lowest performing schools.	IL State Board of Education
K12	Junior high ISAT math benchmark changes	Illinois State Board of Education has raised the performance expectations for the Illinois Standards Achievement Test (ISAT) as part of the ongoing effort to better prepare our students for college and careers in the 21st century.	IL State Board of Education
K12	Math model curriculum committee	In accordance with Public Act 97-704, the IL State Board of Education is working with an advisory group to develop a math curriculum model for middle school and high school to aid school districts and educators in implementing Common Core Mathematics State Standards.	ISBE math model curriculum advisory group

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K12	New Illinois state school report card	IL State Board of Education revised state school report card to provide more relevant information about schools including school climate, student outcomes and progress, and student population and school characteristics to families and communities. Indicators identified through focus groups conducted by the Boston Consulting Group in coordination with the P-20 Council.	School Report Card Steering Group
K12	Principal growth model evaluation	Under the Performance Evaluation Reform Act, the IL State board of Education is working with local districts to develop and adapt a new evaluation system for principals which includes student growth as a significant factor.	Performance Evaluation Advisory Council
K12	Race to the Top 3	Federal grant being administered through IL State Board of Education aimed at accelerating key education reforms in school districts across the state, creating the conditions for greater educational innovation, and closing persistent achievement gaps while increasing student achievement. Illinois was awarded a \$42.8M phase three Race to the Top grant.	IL State Board of Education
K12	Response to Intervention (RTI) implementation	IL State Board of Education's plan for providing high quality instruction aligned to students needs including differentiated	Response to Intervention Network (ISBE)
K12	Rising Star	Part of the IL State Board of Education's Statewide System of Support approach, Rising Star is a school improvement tool which enables schools to assess progress and provides guidance on achieving goals.	IL State Board of Education
K12	School Improvement Grants and use of Lead Partner	School Improvement Grants (SIG) are funds available through the IL State Board of Education to improve student achievement in Title I schools. Lead Partners may offer services and programs designed to assist school districts with school improvement efforts in Illinois' lowest performing schools. Lead Partners are a required component. SIG schools must have a Lead Partner in Illinois.	IL State Board of Education

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K12	Teacher growth model evaluation	Under the Performance Evaluation Reform Act (PERA), the IL State board of Education is working with local districts to develop and adapt a new evaluation system for educators which includes student growth as a significant factor.	Performance Evaluation Advisory Council
Higher Ed	Higher education performance funding	Initiative which allocates a portion of higher education budget to be awarded to institutions showing progress towards agreed upon priorities related to student success as well as certification and degree completion.	Performance Funding Steering Committee
Higher Ed	Teacher certification assessment changes	Illinois recently instituted changes to the threshold pass scores for the Test of Academic Proficiency (TAP), the assessment is required to become licensed to teacher in Illinois. In addition, Illinois is requiring that all preparation programs begin phasing in the edTPA assessment, a student-centered, subject-specific, multiple-measure performance-based assessment that will be required for licensure in 2015-16. edTPA includes a component that requires the video recording of the student teacher's performance.	IL State Board of Education
P20	Changes to educator preparation programs	Recently, the IL State Board of Education redesigned of educator licensure system including a move to an electronic certification and endorsement system and reconfiguration of	Elementary and Middle Grades Advisory Group; Early Childhood Advisory Group
P20	Common Core State Standards (CCSS) implementation	Internationally benchmarked college and career readiness content standards being adopted by 45 states, the District of Columbia, and 4 territories.	IL State Board of Education, IL Community College Board, IL Board of Higher Education
P20	High School to College Success report	Annual report jointly issued by IL State Board of Education, IL Community College Board, and IL Board of Higher Education providing information on the outcomes of high school graduates	IL State Board of Education, IL Community College Board, IL Board of Higher Education



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P20	Illinois Collaborative for Educational Policy Research (ICEPR)	Consortium of higher education research partners charged with defining P-20 policy issues, communicating research priorities, facilitating data sharing to support identified research priorities, engaging local and state stakeholders, building practitioners' research and technology capacity, and identifying resources to support priority projects.	ICEPR Advisory Group
P20	Illinois Pathways Initiative/STEM Learning Exchanges	Statewide partnerships between high schools, higher education, and local employers to enhance classroom to career pipeline.	Pathways Advisory Council
P20	Longitudinal data system (LDS) (including governance and Illinois Higher Education Consortium (IHEC))	The Longitudinal Data System (LDS) will link data to provide a student profile as they progress from pre-K through postsecondary education, and into the workforce, informing policy decision and instructional practice.	IL State Board of Education, IL Community College Board, IL Board of Higher Education, LDS Advisory Council
P20	Partnership for the Assessment of Readiness for College and Career (PARCC assessment)	Web based cumulative assessment associated with Common Core State Standards.	PARCC Consortium
P20	State funded, state approved induction and mentoring programs	State supported programs to partner new teacher and administrators with experienced educators and leaders to strengthen their skills and support professional development.	IL State Board of Education, IL New Teacher Collaborative
P20	Workforce Data Quality Initiative	US Department of Labor \$1M grant to enhance quality of workforce data and to develop linkages to P-20 education data.	IL Dept. of Commerce and Economic Opportunity, IL Dept. of Employment Security
P20	Illinois Shared Learning Environment (ISLE)	Web based system of support which integrates Common Core aligned resources and student data from the LDS available in the classroom to provide more personalized instruction.	IL State Board of Education



## **Appendix II: Survey Protocol**



# Implementation of the Key Education Initiatives

The Implementation Review Committee of the Illinois P-20 Council was formed in fall 2013 with the purpose of collecting feedback from stakeholders on the implementation of key education initiatives and developing recommendations to inform decision making related to these efforts. The Committee is comprised of teachers, administrators, and advocates from across the state who have come together over the past year to identify priority initiatives, review previous and ongoing work to engage stakeholders, and develop a process for soliciting feedback to inform implementation.

Following a review of work by other advisory groups and the state agencies to gather stakeholder input on major education initiatives, the Committee decided to focus its efforts on the implementation of educator performance evaluations, the longitudinal data system, and the college and career readiness aligned Illinois Learning Standards.

The Committee is working with the University of Illinois to develop a survey to practitioners, parents and families as well as community members including business representatives. Data gathered through the survey process will be analyzed and reported on to the Implementation Review Committee, the Illinois P-20 Council, and the state education agencies. A report of the findings will also be made available through the P-20 Council website and electronically to participants who elect to share their email. It is the goal of the Committee that the information gathered through the survey will serve to inform decisions related to implementation such as those pertaining to resource allocation, development and delivery of communications, training opportunities and support services, and associated timelines among other aspects of implementation.

Established in 2009, the P-20 Council is a statewide education group that makes recommendations to the Governor and the state legislature on ways to improve Illinois' education from early childhood through higher education. The Council is made up of teachers, school and district administrators, parents, community organizations, employers, advocacy groups, foundations, and state policymakers. The focus of the Council is to ensure that Illinois students are well-prepared for success in college and careers. The Council has also adopted a goal increasing the percentage of Illinoisans with a college degree or workforce certificate to 60% by 2025.

Participation is voluntary. Your perspective is important to the Committee. The more representative the sample of respondents is, the more credible the recommendations to the state agencies will be. The survey should not take longer than 15 minutes to complete. Thank you for your consideration.

If you have any questions regarding the survey, please feel free to contact Lizanne DeStefano (217-3339625 or [destefan@illinois.edu](mailto:destefan@illinois.edu)).

Sincerely,

**Roger Eddy**

Implementation Review Committee  
Co-chair

**Jane Russell**

Implementation Review Committee  
Co-chair

# Implementation of the Key Education Initiatives

## 1. Age

- ☐ 18-24 years old
- ☐ 25-34 years old
- ☐ 35-44 years old
- ☐ 45-54 years old
- ☐ 55-64 years old
- ☐ 65-74 years old
- ☐ 75 years or older

## 2. Gender

## 3. Ethnicity Origin (or Race)

- ☐ White (non-Hispanic)
- ☐ Hispanic or Latino
- ☐ Black or African American (non-Hispanic)
- ☐ Native American or American Indian (non-Hispanic)
- ☐ Asian / Pacific Islander (non-Hispanic)

Other (please specify)

## 4. Occupation

## Implementation of the Key Education Initiatives

### 5. Educational Level (highest degree obtained)

- ☐ No schooling completed
- ☐ Nursery school to 8th grade
- ☐ Some high school, no diploma
- ☐ High school graduate, diploma or the equivalent (for example: GED)
- ☐ Some college credit, no degree
- ☐ Trade/technical/vocational training
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree
- ☐ Doctorate degree

### 6. Zip Code

### \* 7. Group Affiliation (pick only one)

- ☐ Parent
- ☐ Teacher
- ☐ Administrator (School or District)
- ☐ Business
- ☐ Community Member

# Implementation of the Key Education Initiatives

## Implementation of the Illinois Learning Standards (ILS) (Parent)

The new Illinois Learning Standards (ILS) were adopted by the Illinois State Board of Education (ISBE) in 2010. Schools have been engaged in the ongoing process of implementing these standards for grades K-12 since this time. The ILS define what Illinois public school students should know and be able to do in the seven core areas as a result of their elementary and secondary schooling but not how it should be taught. New standards are internationally benchmarked and aligned to college and career readiness expectations to support student success in a 21st century economy.

### 1. What grade is your student in?

### 2. I have reviewed the Illinois Learning Standards.

- ☐ Yes
- ☐ No



## Implementation of the Key Education Initiatives

### 3. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with key changes in the standards and expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to access resources to support my child's learning and mastery of the new Illinois Learner Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the new Illinois Learning Standards will help to prepare students for success in career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will change instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will enhance expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

the Illinois Learning Standards promote educational excellence for all Illinois students, including English language learners.

I understand the purpose of the Illinois Learning Standards.



I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).



I think it is important that Illinois' student learning standards build on the Illinois Social/Emotional Development Standards which focus on the development of interpersonal and relationship building skills, decision making ability, and self-control



## Implementation of the Key Education Initiatives

**4. In your opinion, what have the greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards been?**

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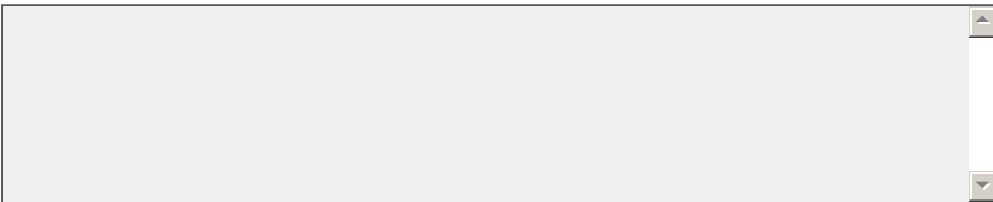
**5. How long have efforts been underway in your district to implement the new Illinois Learning Standards?**

- ☐ One year
- ☐ Two years
- ☐ More than two years
- ☐ I am not sure

**6. Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?**

- ☐ Yes
- ☐ No
- ☐ I am not sure

**7. If yes, what specifically has been done in order to inform parents and community members?**

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# Implementation of the Key Education Initiatives

## Statewide Student Assessments (Parent)

Illinois is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium, a nationwide coalition of states developing and implementing a student assessment system aligned to the knowledge and skills necessary for success in college and the workforce. PARCC is a web-based student assessment taking the place of the current statewide student assessment, the IL Student Achievement Test (ISAT). PARCC includes modifications and accommodations for students with special needs as well as English Learners. Illinois piloted the new assessment during the 2013-14 school year. PARCC is scheduled for statewide implementation in the 2014-15 school year.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware that Illinois has adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need for differentiated assessments for special needs students that take into account different learning styles and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need for differentiated assessments for English Language Learners that take into account different learning styles and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the testing modifications and accommodations currently being proposed by the PARCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

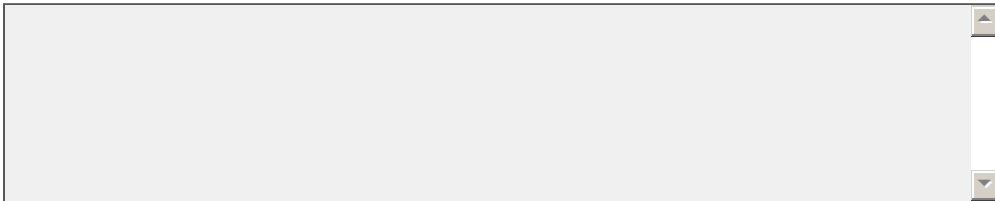
Consortium for English Language Learners.

I am familiar with the testing modifications and accommodations currently being proposed by the PARCC Consortium for students with special needs.

### 2. The PARCC modifications and accommodations for English Language Learners are sufficient.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

### 3. Please elaborate on your response to the previous question.

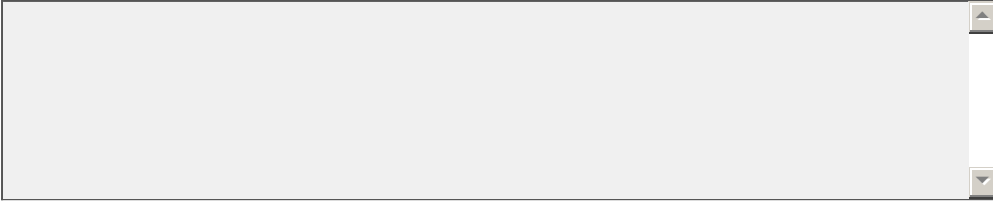


### 4. The PARCC modifications and accommodations for special needs students are sufficient.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**5. Please elaborate on your response to the previous question.**



**6. I have utilized PARCC resources to learn about the assessment system's history and development.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**7. I believe my local high school should offer the ACT to all high school juniors.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**8. I believe my local high school should offer WorkKeys, an assessment of job skills.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**9. Students have been exposed to the new Illinois Learning Standards long enough to begin taking tests based on those standards.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**10. I am confident that the PARCC assessment will accurately assess growth in student learning.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

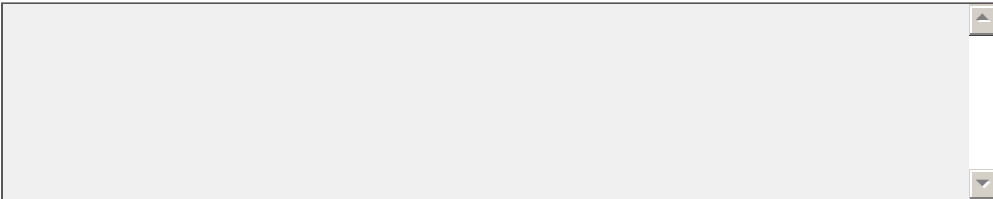
**11. Please elaborate on your response to the previous question.**

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**12. I am confident that the PARCC assessment will accurately assess workforce readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**13. Please elaborate on your response to the previous question.**

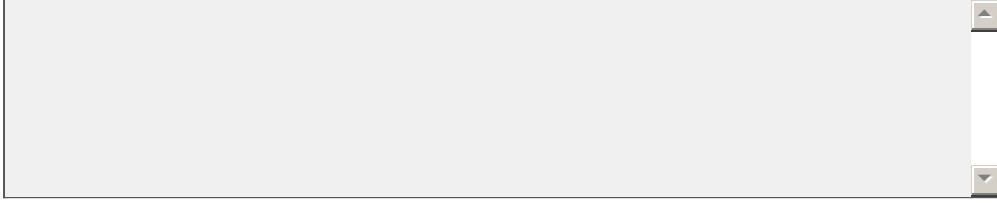
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**14. I am confident that the PARCC assessment will accurately assess college readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**15. Please elaborate on your response to the previous question.**





# Implementation of the Key Education Initiatives

## Collection and Use of Student and Teacher Information (Parent)

In 2009, the Illinois General Assembly passed the Illinois P-20 Education Longitudinal Data System Act calling for the developing of a statewide longitudinal data system (LDS) which includes information about students and teachers. The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from pre-K through postsecondary education, and as they enter the workforce. The LDS will provide data about student progress and programs that lawmakers and educators can use to inform their decisions about education policies and instruction.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have received information about the IL Longitudinal Data System (LDS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with existing laws and protections in place related to the collection and use of students and teacher information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with data collection protection efforts regarding the Longitudinal Data System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the need to collect data related to student performance in order to plan instruction and improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in collecting data related to student performance in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementation of the Key Education Initiatives

order to plan instruction and improve student performance.

I see value in collecting data related to educator performance in order to improve student performance.

I understand how student data is currently collected and used by my local school.

I understand how educator data is currently collected and used by my local school.

# Implementation of the Key Education Initiatives

## Educator Performance Evaluations (Parent)

In 2010, Illinois signed into law the Performance Evaluation Reform Act (PERA), redesigning teacher and administrator performance evaluations. Districts began phasing in new evaluation systems in fall 2012, and by fall 2016, all districts are to have a new system in place. Under the new system, evaluators must be trained to conduct evaluations and school districts must develop evaluations that take into account students' progress among the performance measures.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how educator (teacher and administrator) performance evaluations are to be implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing real time feedback on student achievement and growth is important to effectively and efficiently deliver instruction and support services to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

I feel that growth in student learning should be taken into consideration as a part of administrator performance evaluations.

☐☐☐☐☐

I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.

☐☐☐☐☐

I feel that student performance and achievement over time is important to consider when developing teacher and administrator performance improvement plans.

☐☐☐☐☐

**2. I am aware that the new interactive Illinois School Report Card includes 5 Essentials Survey feedback from teachers and students on the learning environment at their school.**

☐ Yes

☐ No

**3. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?**

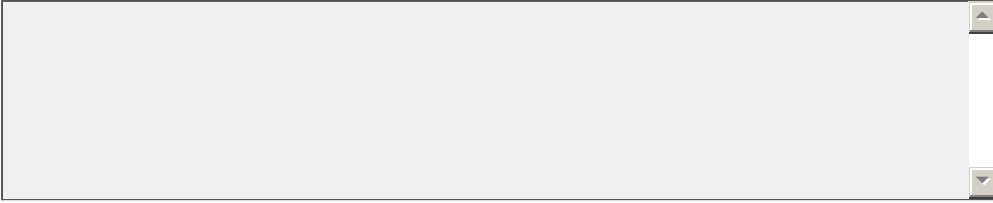
☐ Yes

☐ No

☐ Unsure

## Implementation of the Key Education Initiatives

**4. Please explain your response to the previous question.**

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**5. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**6. Please explain your response to the previous question.**

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# Implementation of the Key Education Initiatives

## Implementation of the Illinois Learning Standards (ILS) (Teacher)

The new Illinois Learning Standards (ILS) were adopted by the Illinois State Board of Education (ISBE) in 2010. Schools have been engaged in the ongoing process of implementing these standards for grades K-12 since this time. The ILS define what Illinois public school students should know and be able to do in the seven core areas as a result of their elementary and secondary schooling but not how it should be taught. New standards are internationally benchmarked and aligned to college and career readiness expectations to support student success in a 21st century economy.

### 1. What grade do you currently teach? (select all that apply)

- ☐ Pre-school
- ☐ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ Community College
- ☐ College/University

### 2. How many years have you worked in education?

### 3. I have reviewed the Illinois Learning Standards.

- ☐ Yes
- ☐ No

## Implementation of the Key Education Initiatives

### 4. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with key changes in the standards and expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to access resources to support the implementation of the new Illinois Learner Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the new Illinois Learning Standards will help to prepare students for success in career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will change instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will enhance expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that the Illinois	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

Learning Standards promote educational excellence for all Illinois students, including English language learners.

I understand the purpose of the Illinois Learning Standards.



I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).



I think it is important that Illinois' student learning standards build on the Illinois Social/Emotional Development Standards which focus on the development of interpersonal and relationship building skills, decision making ability, and self-control



I have received sufficient professional





## Implementation of the Key Education Initiatives

development to assist with the implementation of the new Illinois Learning Standards.

There has been adequate time for schools and staff to implement the new Illinois Learning Standards.

☐☐☐☐☐

### **5. The greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards have been: (check all that apply)**

- ☐ Financial resources
- ☐ Professional development
- ☐ Guidance on new standards
- ☐ Sufficient planning time
- ☐ Understanding of the new standards
- ☐ There have been few, if any, challenges regarding the implementation of the New
- ☐ Not enough time due to the numerous other initiatives going on at the same time.

Other (please specify)

### **6. How long have efforts been underway in your district to implement the new Illinois Learning Standards?**

- ☐ One year
- ☐ Two years
- ☐ More than two years
- ☐ I am not sure

## Implementation of the Key Education Initiatives

**7. Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?**

- ☐ Yes
- ☐ No
- ☐ I am not sure

**8. If yes, what specifically has been done in order to inform parents and community members?**



# Implementation of the Key Education Initiatives

## Statewide Student Assessments (Teacher)

Illinois is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium, a nationwide coalition of states developing and implementing a student assessment system aligned to the knowledge and skills necessary for success in college and the workforce. PARCC is a web-based student assessment taking the place of the current statewide student assessment, the IL Student Achievement Test (ISAT). PARCC includes modifications and accommodations for students with special needs as well as English Learners. Illinois piloted the new assessment during the 2013-14 school year. PARCC is scheduled for statewide implementation in the 2014-15 school year.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware that Illinois has adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need for differentiated assessments for special needs students that take into account different learning styles and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need for differentiated assessments for English Language Learners that take into account different learning styles and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the testing modifications and accommodations currently being proposed by the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

PARCC  
Consortium for  
English Language  
Learners.

I am familiar with  
the testing  
modifications and  
accommodations  
currently being  
proposed by the  
PARCC  
Consortium for  
students with  
special needs.

☐☐☐☐☐

### **2. The PARCC modifications and accommodations for English Language Learners are sufficient.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

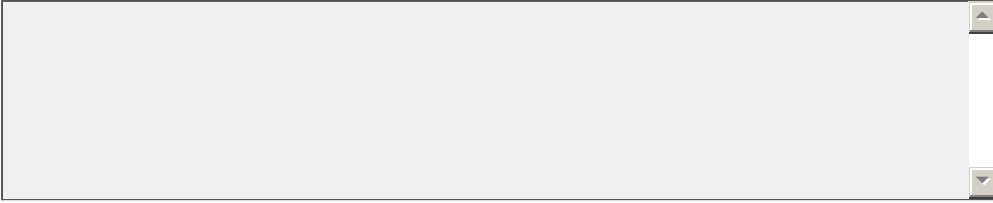
### **3. Please elaborate on your response to the previous question.**

### **4. The PARCC modifications and accommodations for special needs students are sufficient.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**5. Please elaborate on your response to the previous question.**



**6. I have utilized PARCC resources to learn about the assessment system's history and development.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**7. I believe my local high school should offer the ACT to all high school juniors.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**8. I believe my local high school should offer WorkKeys, an assessment of job skills.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**9. Students have had enough instructional exposure to the new standards to begin taking new assessments aligned to those standards.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**10. I am confident that the PARCC assessment will accurately assess growth in student learning.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

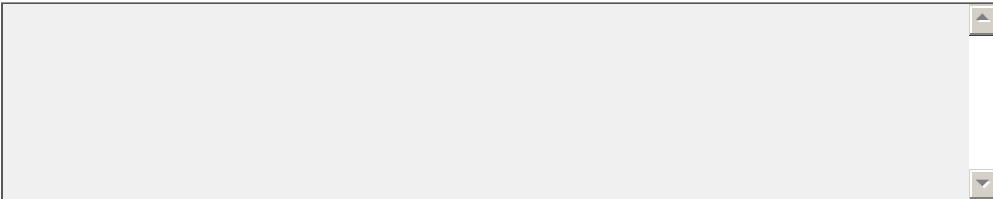
**11. Please elaborate on your response to the previous question.**

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**12. I am confident that the PARCC assessment will accurately assess workforce readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**13. Please elaborate on your response to the previous question.**

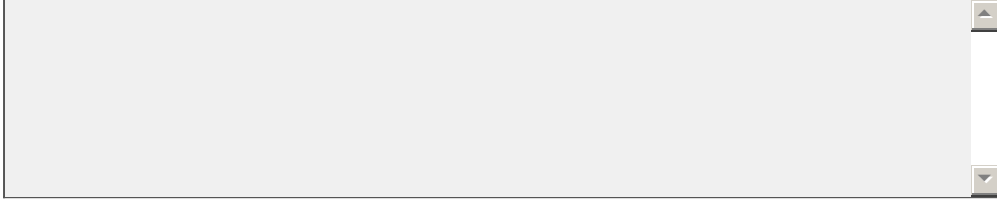
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**14. I am confident that the PARCC assessment will accurately assess college readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**15. Please elaborate on your response to the previous question.**



# Implementation of the Key Education Initiatives

## Collection and Use of Student and Teacher Information (Teacher)

In 2009, the Illinois General Assembly passed the Illinois P-20 Education Longitudinal Data System Act calling for the developing of a statewide longitudinal data system (LDS) which includes information about students and teachers. The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from pre-K through postsecondary education, and as they enter the workforce. The LDS will provide data about student progress and programs that lawmakers and educators can use to inform their decisions about education policies and instruction.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have received information about the IL Longitudinal Data System (LDS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with existing laws and protections in place related to the collection and use of students and teacher information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with data collection protection efforts regarding the Longitudinal Data System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the need to collect data related to student performance in order to plan instruction and improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in collecting data related to student performance in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Implementation of the Key Education Initiatives

order to plan instruction and improve student performance.

I see value in collecting data related to educator performance in order to improve student performance.

I understand how student data is currently collected and used by my local school.

I understand how educator data is currently collected and used by my local school.

# Implementation of the Key Education Initiatives

## Educator Performance Evaluations (Teacher)

In 2010, Illinois signed into law the Performance Evaluation Reform Act (PERA), redesigning teacher and administrator performance evaluations. Districts began phasing in new evaluation systems in fall 2012, and by fall 2016, all districts are to have a new system in place. Under the new system, evaluators must be trained to conduct evaluations and school districts must develop evaluations that take into account students' progress among the performance measures.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how educator (teacher and administrator) performance evaluations are to be implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received guidance on the implementation of performance evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing real time feedback on student achievement and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

growth is important to effectively and efficiently deliver instruction and support services to students.

I feel that growth in student learning should be taken into consideration as a part of administrator performance evaluations.

☐☐☐☐☐

I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.

☐☐☐☐☐

I feel that student performance and achievement over time is important to consider when developing teacher and administrator performance improvement plans.

☐☐☐☐☐

**2. I am aware that the new interactive Illinois School Report Card includes 5 Essentials Survey feedback from teachers and students on the learning environment at their school.**

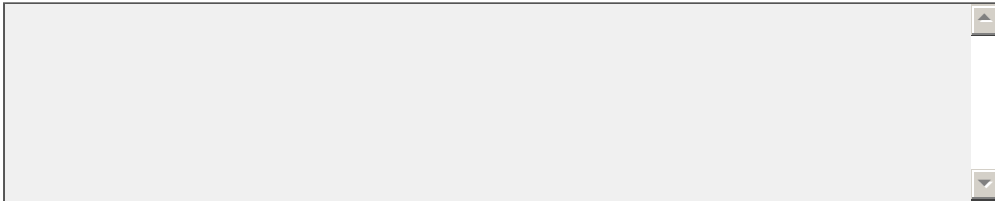
- ☐ Yes
- ☐ No

## Implementation of the Key Education Initiatives

**3. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?**

- ☐ Yes
- ☐ No
- ☐ Unsure

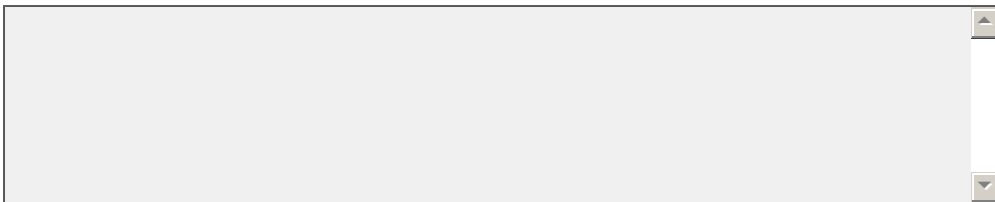
**4. Please explain your response to the previous question.**

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**5. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**6. Please explain your response to the previous question.**

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# Implementation of the Key Education Initiatives

## Implementation of the Illinois Learning Standards (ILS) (Administrator)

The new Illinois Learning Standards (ILS) were adopted by the Illinois State Board of Education (ISBE) in 2010. Schools have been engaged in the ongoing process of implementing these standards for grades K-12 since this time. The ILS define what Illinois public school students should know and be able to do in the seven core areas as a result of their elementary and secondary schooling but not how it should be taught. New standards are internationally benchmarked and aligned to college and career readiness expectations to support student success in a 21st century economy.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with key changes in the standards and expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the new Illinois Learning Standards will help to prepare students for success in career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will change instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will enhance expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that the Illinois Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

Standards promote educational excellence for all Illinois students, including English language learners.

I understand the purpose of the Illinois Learning Standards.



I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).



I think it is important that Illinois' student learning standards build on the Illinois Social/Emotional Development Standards which focus on the development of interpersonal and relationship building skills, decision making ability, and self-control



I have received sufficient professional development to assist with the implementation of the new Illinois Learning Standards.



There has been adequate time for



## Implementation of the Key Education Initiatives

schools and staff to  
implement the new  
Illinois  
Learning Standards.

### **2. The greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards have been: (check all that apply)**

- ☐ Financial resources
- ☐ Professional development
- ☐ Guidance on new standards
- ☐ Sufficient planning time
- ☐ Understanding of the new standards
- ☐ There have been few, if any, challenges regarding the implementation of the New
- ☐ Illinois Learner Standards in our community.
- ☐ Not enough time due to the numerous other initiatives going on at the same time.

Other (please specify)

### **3. How long have efforts been underway in your district to implement the new Illinois Learning Standards?**

- ☐ One year
- ☐ Two years
- ☐ More than two years
- ☐ I am not sure

### **4. Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?**

- ☐ Yes
- ☐ No
- ☐ I am not sure

### **5. If yes, what specifically has been done in order to inform parents and community members?**

# Implementation of the Key Education Initiatives

## Statewide Student Assessments (Administrator)

Illinois is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium, a nationwide coalition of states developing and implementing a student assessment system aligned to the knowledge and skills necessary for success in college and the workforce. PARCC is a web-based student assessment taking the place of the current statewide student assessment, the IL Student Achievement Test (ISAT). PARCC includes modifications and accommodations for students with special needs as well as English Learners. Illinois piloted the new assessment during the 2013-14 school year. PARCC is scheduled for statewide implementation in the 2014-15 school year.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware that Illinois has adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need for differentiated assessments for special needs students that take into account different learning styles and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a need for differentiated assessments for English Language Learners that take into account different learning styles and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the testing modifications and accommodations currently being proposed by the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Implementation of the Key Education Initiatives

PARCC  
Consortium for  
English Language  
Learners.

I am familiar with  
the testing  
modifications and  
accommodations  
currently being  
proposed by the  
PARCC  
Consortium for  
students with  
special needs.

☐☐☐☐☐

### **2. The PARCC modifications and accommodations for English Language Learners are sufficient.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

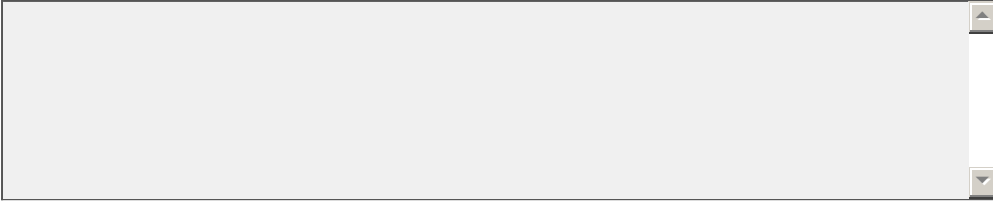
### **3. Please elaborate on your response to the previous question.**

### **4. The PARCC modifications and accommodations for special needs students are sufficient.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**5. Please elaborate on your response to the previous question.**



**6. I have utilized PARCC resources to learn about the assessment system's history and development.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**7. I believe my local high school should offer the ACT to all high school juniors.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**8. I believe my local high school should offer WorkKeys, an assessment of job skills.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**9. Students have had enough instructional exposure to the new standards to begin taking new assessments aligned to those standards.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**10. I am confident that the PARCC assessment will accurately assess growth in student learning.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

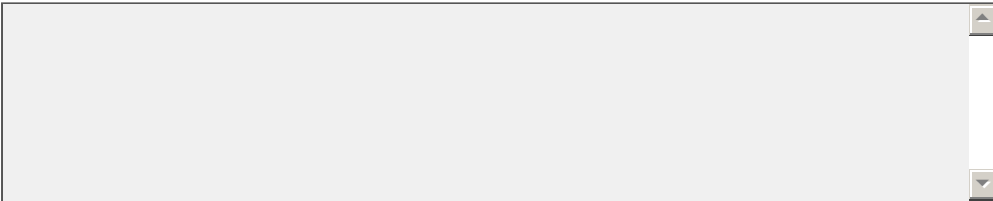
**11. Please elaborate on your response to the previous question.**

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**12. I am confident that the PARCC assessment will accurately assess workforce readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**13. Please elaborate on your response to the previous question.**

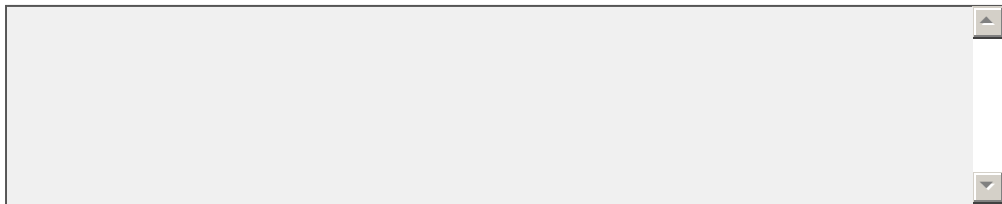
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**14. I am confident that the PARCC assessment will accurately assess college readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**15. Please elaborate on your response to the previous question.**



# Implementation of the Key Education Initiatives

## Collection and Use of Student and Teacher Information (Administrator)

In 2009, the Illinois General Assembly passed the Illinois P-20 Education Longitudinal Data System Act calling for the developing of a statewide longitudinal data system (LDS) which includes information about students and teachers. The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from pre-K through postsecondary education, and as they enter the workforce. The LDS will provide data about student progress and programs that lawmakers and educators can use to inform their decisions about education policies and instruction.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have received information about the IL Longitudinal Data System (LDS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with existing laws and protections in place related to the collection and use of students and teacher information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with data collection protection efforts regarding the Longitudinal Data System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the need to collect data related to student performance in order to plan instruction and improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in collecting data related to student performance in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementation of the Key Education Initiatives

order to plan instruction and improve student performance.

I see value in collecting data related to educator performance in order to improve student performance.

I understand how student data is currently collected and used by my local school.

I understand how educator data is currently collected and used by my local school.

# Implementation of the Key Education Initiatives

## Educator Performance Evaluations (Administrator)

In 2010, Illinois signed into law the Performance Evaluation Reform Act (PERA), redesigning teacher and administrator performance evaluations. Districts began phasing in new evaluation systems in fall 2012, and by fall 2016, all districts are to have a new system in place. Under the new system, evaluators must be trained to conduct evaluations and school districts must develop evaluations that take into account students' progress among the performance measures.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how educator (teacher and administrator) performance evaluations are to be implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received guidance on the implementation of performance evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing real time feedback on student achievement and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

growth is important to effectively and efficiently deliver instruction and support services to students.

I feel that growth in student learning should be taken into consideration as a part of administrator performance evaluations.

I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.

I feel that student performance and achievement over time is important to consider when developing teacher and administrator performance improvement plans.

**2. I am aware that the new interactive Illinois School Report Card includes 5 Essentials Survey feedback from teachers and students on the learning environment at their school.**

- ☐ Yes
- ☐ No

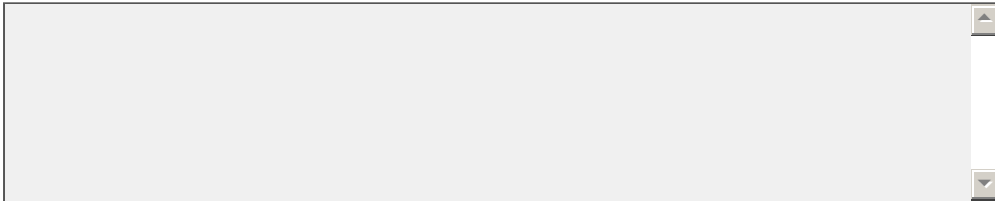


## Implementation of the Key Education Initiatives

**3. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?**

- ☐ Yes
- ☐ No
- ☐ Unsure

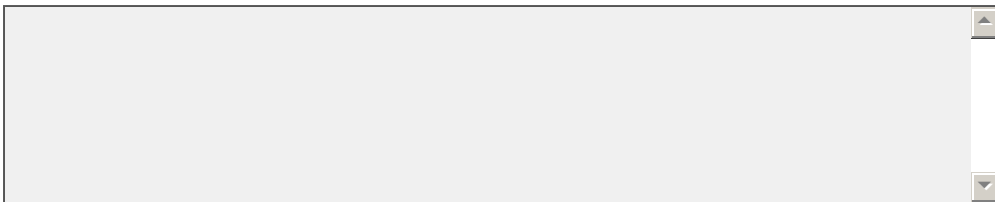
**4. Please explain your response to the previous question.**

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**5. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**6. Please explain your response to the previous question.**

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# Implementation of the Key Education Initiatives

## Implementation of the Illinois Learning Standards (ILS) (Business)

The new Illinois Learning Standards (ILS) were adopted by the Illinois State Board of Education (ISBE) in 2010. Schools have been engaged in the ongoing process of implementing these standards for grades K-12 since this time. The ILS define what Illinois public school students should know and be able to do in the seven core areas as a result of their elementary and secondary schooling but not how it should be taught. New standards are internationally benchmarked and aligned to college and career readiness expectations to support student success in a 21st century economy.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with key changes in the standards and expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the new Illinois Learning Standards will help to prepare students for success in career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will change instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will enhance expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

I understand that the Illinois Learning Standards promote educational excellence for all Illinois students, including English language learners.



I understand the purpose of the Illinois Learning Standards.



I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).



I think it is important that Illinois' student learning standards build on the Illinois Social/Emotional Development Standards which focus on the development of interpersonal and relationship building skills, decision making ability, and self-control



## Implementation of the Key Education Initiatives

**2. In your opinion, what have the greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards been?**

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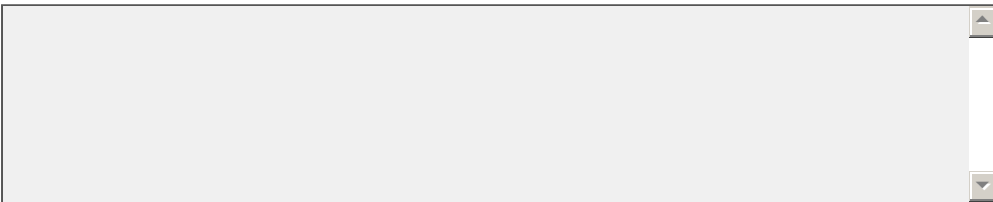
**3. How long have efforts been underway in your district to implement the new Illinois Learning Standards?**

- ☐ One year
- ☐ Two years
- ☐ More than two years
- ☐ I am not sure

**4. Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?**

- ☐ Yes
- ☐ No
- ☐ I am not sure

**5. If yes, what specifically has been done in order to inform parents and community members?**

A large, empty rectangular text box with a light gray background and a thin black border. On the right side, there are two small, light gray square buttons with upward and downward arrows, indicating a scrollable area.

# Implementation of the Key Education Initiatives

## Statewide Student Assessments (Business)

Illinois is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium, a nationwide coalition of states developing and implementing a student assessment system aligned to the knowledge and skills necessary for success in college and the workforce. PARCC is a web-based student assessment taking the place of the current statewide student assessment, the IL Student Achievement Test (ISAT). PARCC includes modifications and accommodations for students with special needs as well as English Learners. Illinois piloted the new assessment during the 2013-14 school year. PARCC is scheduled for statewide implementation in the 2014-15 school year.

**1. I am aware that Illinois has adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**2. I have utilized PARCC resources to learn about the assessment system's history and development.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**3. I believe my local high school should offer the ACT to all high school juniors.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

**4. I believe my local high school should offer WorkKeys, an assessment of job skills.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**5. Students have been exposed to the new Illinois Learning Standards long enough to begin taking tests based on those standards.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**6. I am confident that the PARCC assessment will accurately assess growth in student learning.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

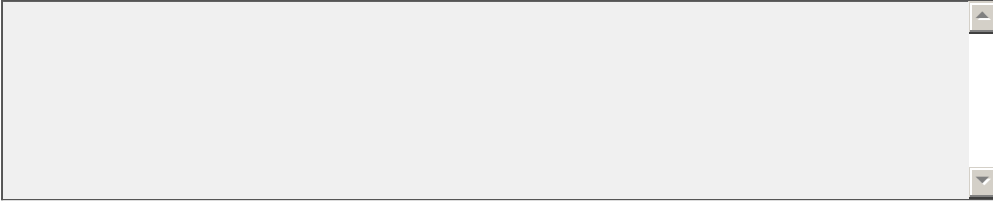
**7. Please elaborate on your response to the previous question.**

**8. I am confident that the PARCC assessment will accurately assess workforce readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

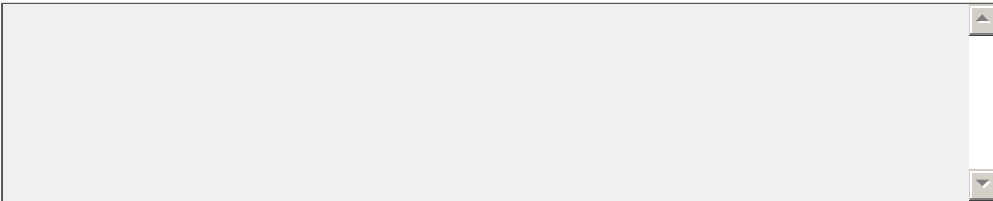
**9. Please elaborate on your response to the previous question.**

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**10. I am confident that the PARCC assessment will accurately assess college readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**11. Please elaborate on your response to the previous question.**

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# Implementation of the Key Education Initiatives

## Collection and Use of Student and Teacher Information (Business)

In 2009, the Illinois General Assembly passed the Illinois P-20 Education Longitudinal Data System Act calling for the developing of a statewide longitudinal data system (LDS) which includes information about students and teachers. The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from pre-K through postsecondary education, and as they enter the workforce. The LDS will provide data about student progress and programs that lawmakers and educators can use to inform their decisions about education policies and instruction.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have received information about the IL Longitudinal Data System (LDS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with existing laws and protections in place related to the collection and use of students and teacher information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with data collection protection efforts regarding the Longitudinal Data System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the need to collect data related to student performance in order to plan instruction and improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in collecting data related to student performance in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Implementation of the Key Education Initiatives

order to plan instruction and improve student performance.

I see value in collecting data related to educator performance in order to improve student performance.

I believe the LDS will assist in securing the talent pipeline (qualified employees).

I understand how student data is currently collected and used by my local school.

I understand how educator data is currently collected and used by my local school.

# Implementation of the Key Education Initiatives

## Educator Performance Evaluations (Business)

In 2010, Illinois signed into law the Performance Evaluation Reform Act (PERA), redesigning teacher and administrator performance evaluations. Districts began phasing in new evaluation systems in fall 2012, and by fall 2016, all districts are to have a new system in place. Under the new system, evaluators must be trained to conduct evaluations and school districts must develop evaluations that take into account students' progress among the performance measures.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how educator (teacher and administrator) performance evaluations are to be implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing real time feedback on student achievement and growth is important to effectively and efficiently deliver instruction and support services to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

I feel that growth in student learning should be taken into consideration as a part of administrator performance evaluations.

☐☐☐☐☐

I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.

☐☐☐☐☐

I feel that student performance and achievement over time is important to consider when developing teacher and administrator performance improvement plans.

☐☐☐☐☐

**2. I am aware that the new interactive Illinois School Report Card includes 5 Essentials Survey feedback from teachers and students on the learning environment at their school.**

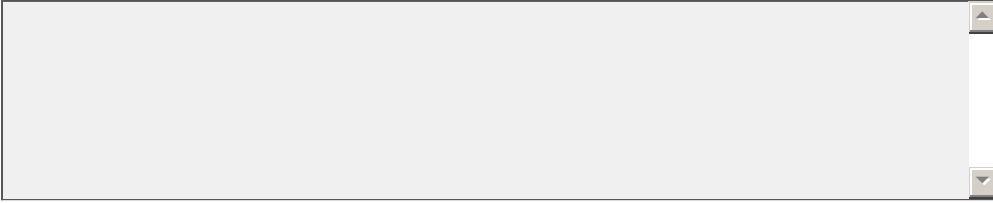
- ☐ Yes
- ☐ No

**3. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?**

- ☐ Yes
- ☐ No
- ☐ Unsure

## Implementation of the Key Education Initiatives

**4. Please explain your response to the previous question.**



**5. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**6. Please explain your response to the previous question.**



# Implementation of the Key Education Initiatives

## Implementation of the Illinois Learning Standards (ILS) (Community Member)

The new Illinois Learning Standards (ILS) were adopted by the Illinois State Board of Education (ISBE) in 2010. Schools have been engaged in the ongoing process of implementing these standards for grades K-12 since this time. The ILS define what Illinois public school students should know and be able to do in the seven core areas as a result of their elementary and secondary schooling but not how it should be taught. New standards are internationally benchmarked and aligned to college and career readiness expectations to support student success in a 21st century economy.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with key changes in the standards and expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the new Illinois Learning Standards will help to prepare students for success in career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will change instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the new Illinois Learning Standards will enhance expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

I understand that the Illinois Learning Standards promote educational excellence for all Illinois students, including English language learners.



I understand the purpose of the Illinois Learning Standards.



I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).



I think it is important that Illinois' student learning standards build on the Illinois Social/Emotional Development Standards which focus on the development of interpersonal and relationship building skills, decision making ability, and self-control



## Implementation of the Key Education Initiatives

**2. In your opinion, what have the greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards been?**

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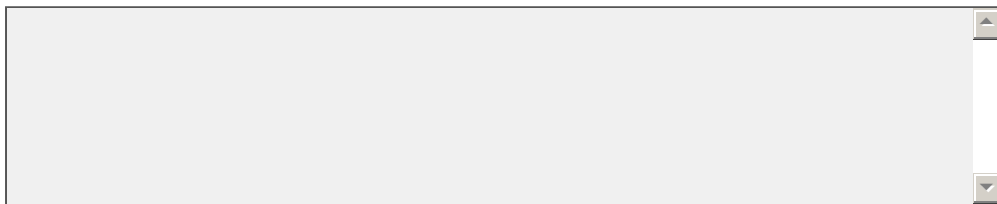
**3. How long have efforts been underway in your district to implement the new Illinois Learning Standards?**

- ☐ One year
- ☐ Two years
- ☐ More than two years
- ☐ I am not sure

**4. Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?**

- ☐ Yes
- ☐ No
- ☐ I am not sure

**5. If yes, what specifically has been done in order to inform parents and community members?**

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# Implementation of the Key Education Initiatives

## Statewide Student Assessments (Community Member)

Illinois is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium, a nationwide coalition of states developing and implementing a student assessment system aligned to the knowledge and skills necessary for success in college and the workforce. PARCC is a web-based student assessment taking the place of the current statewide student assessment, the IL Student Achievement Test (ISAT). PARCC includes modifications and accommodations for students with special needs as well as English Learners. Illinois piloted the new assessment during the 2013-14 school year. PARCC is scheduled for statewide implementation in the 2014-15 school year.

**1. I am aware that Illinois has adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**2. I have utilized PARCC resources to learn about the assessment system's history and development.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**3. I believe my local high school should offer the ACT to all high school juniors.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree



## Implementation of the Key Education Initiatives

**4. I believe my local high school should offer WorkKeys, an assessment of job skills.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**5. Students have been exposed to the new Illinois Learning Standards long enough to begin taking tests based on those standards.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**6. I am confident that the PARCC assessment will accurately assess growth in student learning.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

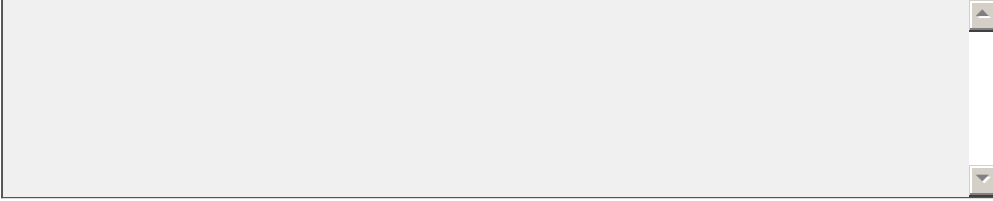
**7. Please elaborate on your response to the previous question.**

**8. I am confident that the PARCC assessment will accurately assess workforce readiness.**

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- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

## Implementation of the Key Education Initiatives

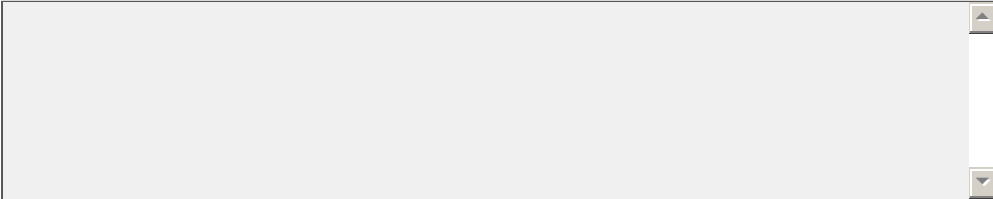
**9. Please elaborate on your response to the previous question.**

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**10. I am confident that the PARCC assessment will accurately assess college readiness.**

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

**11. Please elaborate on your response to the previous question.**

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# Implementation of the Key Education Initiatives

## Collection and Use of Student and Teacher Information (Community Member)

In 2009, the Illinois General Assembly passed the Illinois P-20 Education Longitudinal Data System Act calling for the developing of a statewide longitudinal data system (LDS) which includes information about students and teachers. The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from pre-K through postsecondary education, and as they enter the workforce. The LDS will provide data about student progress and programs that lawmakers and educators can use to inform their decisions about education policies and instruction.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have received information about the IL Longitudinal Data System (LDS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with existing laws and protections in place related to the collection and use of students and teacher information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with data collection protection efforts regarding the Longitudinal Data System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the need to collect data related to student performance in order to plan instruction and improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in collecting data related to student performance in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementation of the Key Education Initiatives

order to plan instruction and improve student performance.

I see value in collecting data related to educator performance in order to improve student performance.

I understand how student data is currently collected and used by my local school.

I understand how educator data is currently collected and used by my local school.

# Implementation of the Key Education Initiatives

## Educator Performance Evaluations (Community Member)

In 2010, Illinois signed into law the Performance Evaluation Reform Act (PERA), redesigning teacher and administrator performance evaluations. Districts began phasing in new evaluation systems in fall 2012, and by fall 2016, all districts are to have a new system in place. Under the new system, evaluators must be trained to conduct evaluations and school districts must develop evaluations that take into account students' progress among the performance measures.

### 1. To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand how educator (teacher and administrator) performance evaluations are to be implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received guidance on the implementation of performance evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing real time feedback on student achievement and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Implementation of the Key Education Initiatives

growth is important to effectively and efficiently deliver instruction and support services to students.

I feel that growth in student learning should be taken into consideration as a part of administrator performance evaluations.

☐ ☐ ☐ ☐ ☐

I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.

☐ ☐ ☐ ☐ ☐

I feel that student performance and achievement over time is important to consider when developing teacher and administrator performance improvement plans.

☐ ☐ ☐ ☐ ☐

**2. I am aware that the new interactive Illinois School Report Card includes 5 Essentials Survey feedback from teachers and students on the learning environment at their school.**

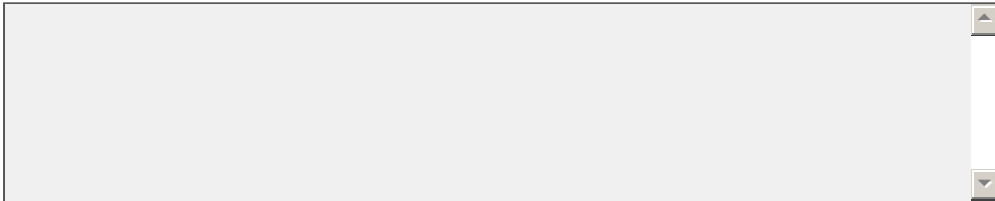
- ☐ Yes
- ☐ No

## Implementation of the Key Education Initiatives

**3. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?**

- ☐ Yes
- ☐ No
- ☐ Unsure

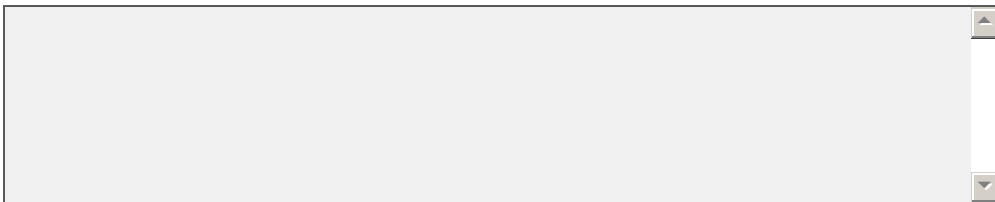
**4. Please explain your response to the previous question.**

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**5. Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**6. Please explain your response to the previous question.**

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## Implementation of the Key Education Initiatives

### Thank You!

Thank you for participating in this survey. We plan to present results from this survey to the P20 council and Implementation Review Committee. If you have any questions or would like information about survey results please contact Ayesha Tillman at [boyce3@illinois.edu](mailto:boyce3@illinois.edu). We plan to follow up this survey with focus groups. If you are interested in participating in a focus group please add your email below.

#### 1. Email Address



## **Appendix III: Survey Participant Demographics & Significance Testing of Responses by Stakeholder Type**



## APPENDIX III: SURVEY PARTICIPANT DEMOGRAPHICS & SIGNIFICANCE TESTING OF RESPONSES BY STAKEHOLDER TYPE

### DEMOGRAPHICS

#### NOTES

Data for the P-20 survey can be found below. Respondent demographics can be found on page two. The remaining data are sorted based on the sections within the survey: Standards, Assessment, Evaluations, and Data. Within each section, data are represented based on a per question basis. The number of respondents and the mean response per group are listed in tabular form. A histogram for each survey question shows the distribution of responses for each group. A note regarding the statistical significance of the difference in the means between each group is below each histogram.

Within the survey, there were three different item scales that captured the respondent data. The first is a five-time Likert scale with a range of 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral). The second is a three-item Likert scale with a range of (-1) = No to 1 = Yes. The mid-point of the scale is 0 (Unsure). The third is a two-time Likert scale with a range of 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.

The mean values for each question were compared and the differences were tested for statistical significance using analysis of variance (ANOVA) techniques. Use of ANOVA techniques assumes homogeneity of variance between the groups. Levene's test was used to assess whether the difference in the amount of variance between groups was statistically significant. If the differences in group variances were statistically significant, the homogeneity of variance assumption was violated in the comparison. The Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

<b>Gender</b>	<b>N</b>	<b>Percent</b>
Male	794	29.4
Female	1738	64.3
Missing/no response	173	6.4
Total	2705	100

<b>Geographic</b>	<b>N</b>	<b>Percent</b>
Cook County	747	27.6
Collar Counties	589	21.8
Northern Counties	402	14.9
Middle Counties	489	18.1
Southern Counties	251	9.3
Missing/no response	227	8.4
Total	2705	100

### III-2 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

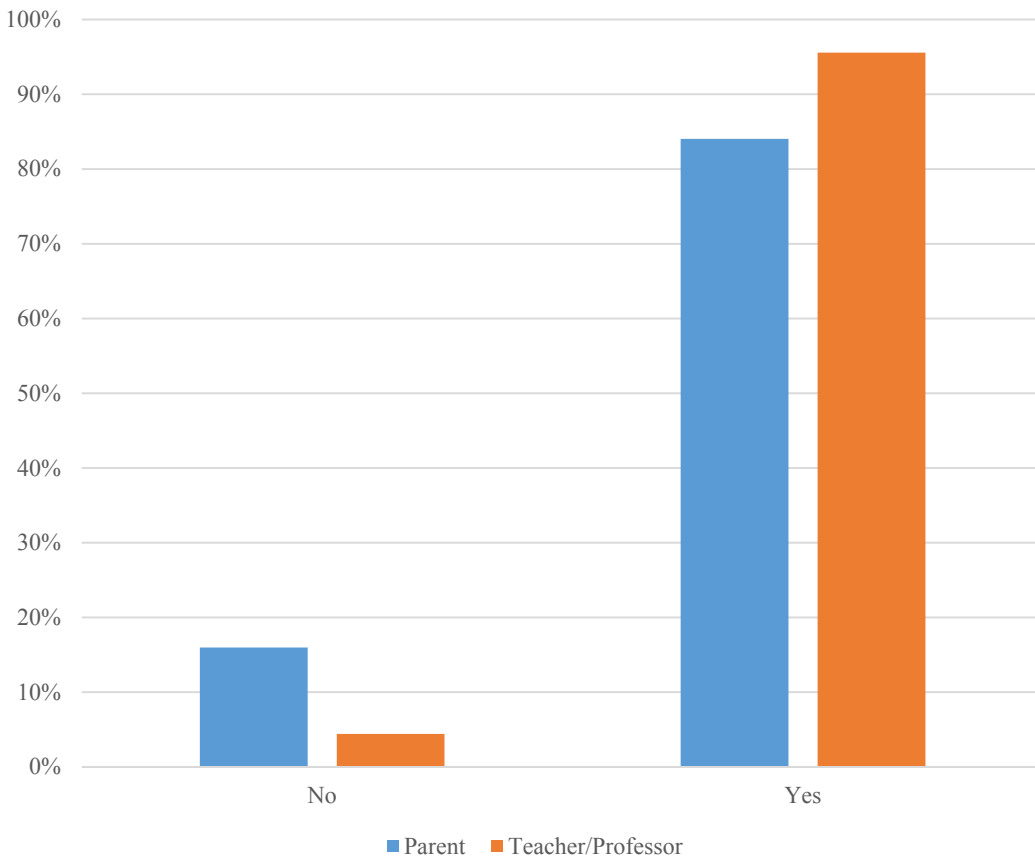
<b>Race/Ethnicity</b>	<b>N</b>	<b>Percent</b>
Asian / Pacific Islander (non-Hispanic)	37	1.4
Black or African American (non-Hispanic)	117	4.3
Hispanic or Latino	91	3.4
Native American or American Indian (non-Hispanic)	13	0.5
White (non-Hispanic)	2358	87.2
Missing/no response	89	3.3
Total	2705	100

<b>Stakeholder Type</b>	<b>N</b>	<b>Percent</b>
Business/Community	325	12.0
Parent	355	13.1
Teacher/Professor	1591	58.8
Administrator	434	16.0
Total	2705	100

<b>Teacher Type</b>	<b>N</b>	<b>Percent</b>
Pre-school	22	1.8
Elementary School	400	33.6
Middle School	253	21.2
High School	473	39.7
Post-secondary	43	3.6
Total	1191	100

**STANDARDS**

		N	Mean	S. D.
I have reviewed the Illinois Learning Standards.	Business/Community	-	-	-
	Parent	238	0.84	0.37
	Teacher/Professor	1201	0.96	0.21
	Administrator	-	-	-
	Total	1439	0.94	0.24
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				

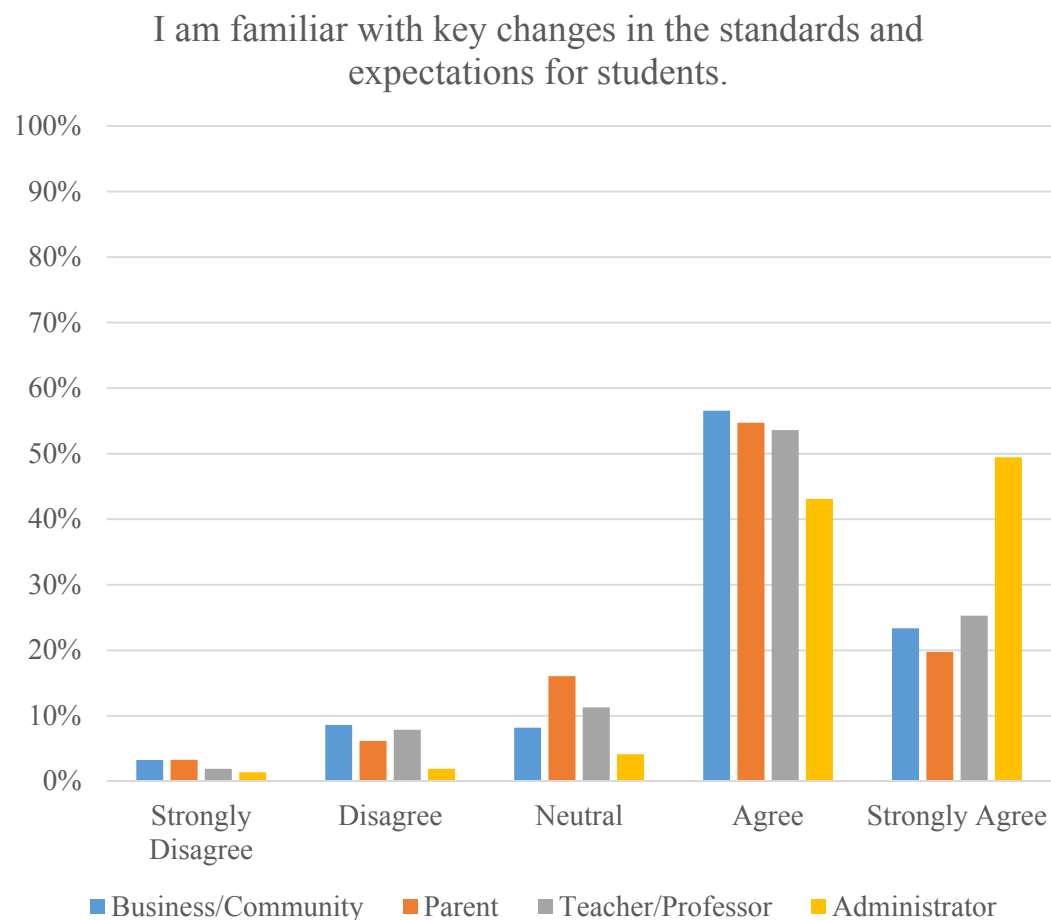
**I have reviewed the Illinois Learning Standards.**

A higher percentage teachers/professors selected 'Yes' in response to being asked if they had reviewed the Illinois Learning Standards compared to parents. The difference between the two groups was statistically significant<sup>1</sup>.

<sup>1</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

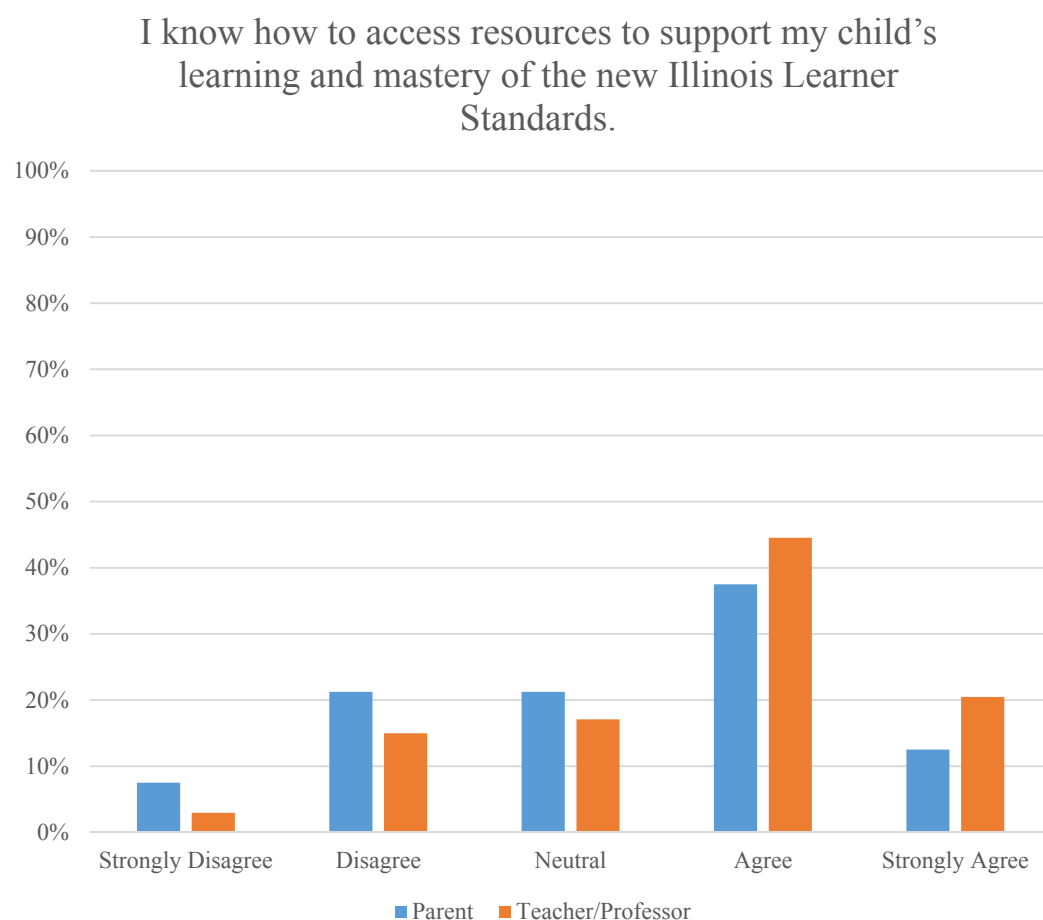
### III-4 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
I am familiar with key changes in the standards and expectations for students.	Business/Community	244	3.88	0.97
	Parent	243	3.81	0.93
	Teacher/Professor	1194	3.92	0.92
	Administrator	362	4.37	0.77
	Total	2043	3.99	0.92
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



Responses from administrators were higher and significantly different compared to all other groups.

		N	Mean	S. D.
I know how to access resources to support my child's learning and mastery of the new Illinois Learner Standards.	Business/Community	0	.	.
	Parent	240	3.26	1.15
	Teacher/Professor	1188	3.65	1.06
	Administrator	0	.	.
	Total	1428	3.58	1.08
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



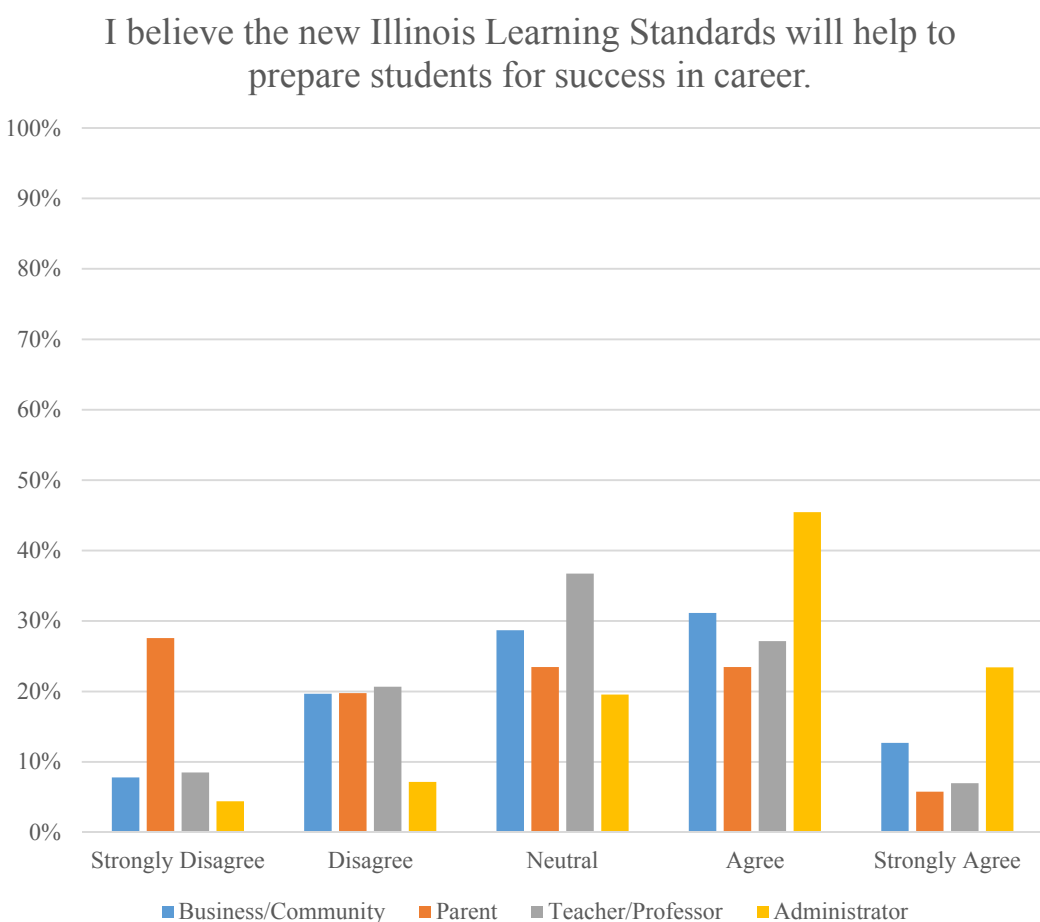
Average Teacher/professor responses were higher than the average parent response and the difference is statistically significant.<sup>2</sup>

<sup>2</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-6 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
I believe the new Illinois Learning Standards will help to prepare students for success in career.	Business/Community	244	3.21	1.13
	Parent	243	2.60	1.27
	Teacher/Professor	1190	3.03	1.05
	Administrator	363	3.76	1.03
	Total	2040	3.13	1.13

Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).

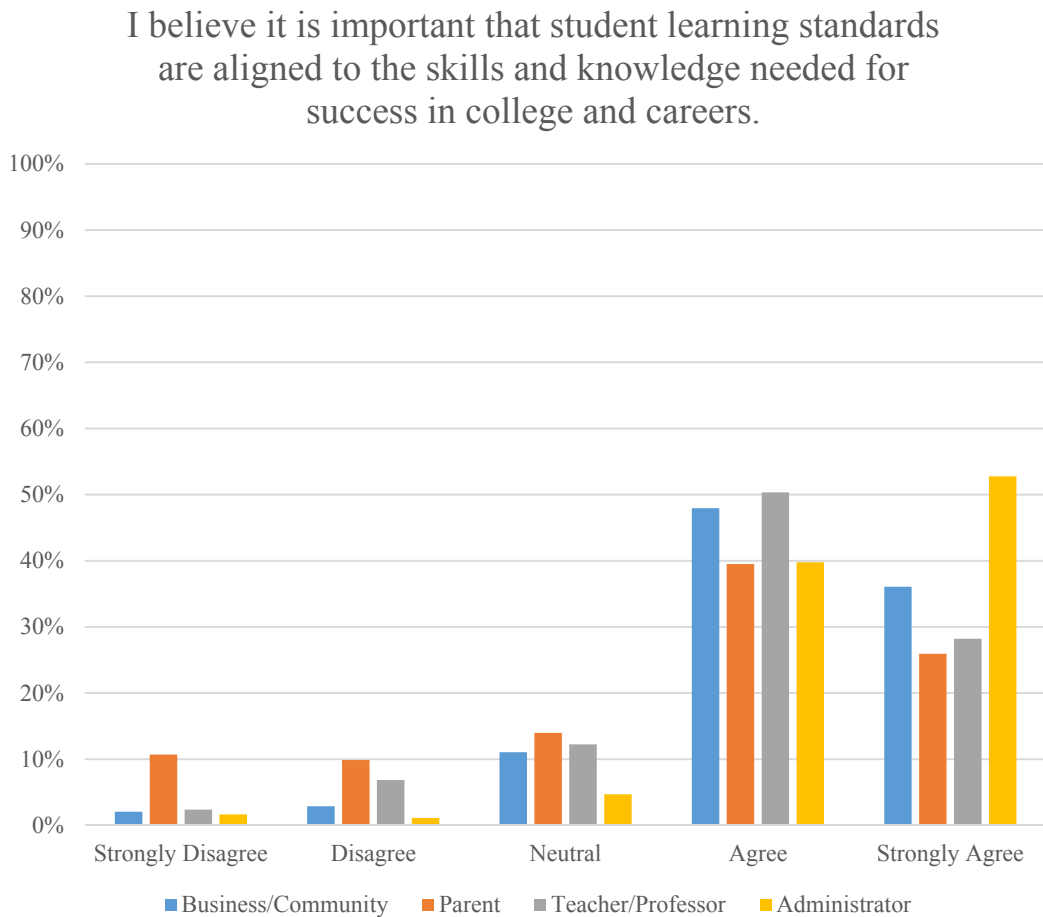


Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>3</sup>

<sup>3</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.



		N	Mean	S. D.
I believe it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.	Business/Community	244	4.13	0.87
	Parent	243	3.60	1.27
	Teacher/Professor	1184	3.95	0.94
	Administrator	362	4.41	0.78
	Total	2033	4.01	0.98
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



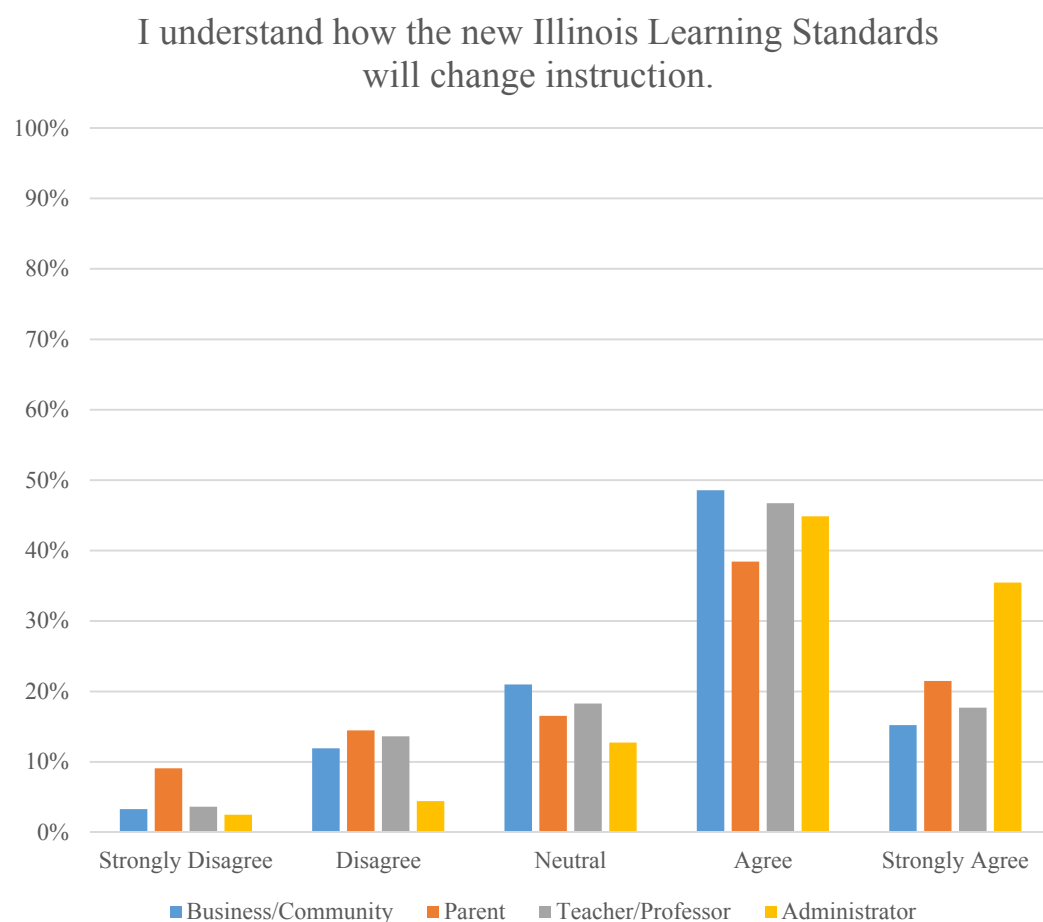
The observed differences between the means of all four groups are statistically significant at least at the  $p < .05$  level.<sup>4</sup>

<sup>4</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-8 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
I understand how the new Illinois Learning Standards will change instruction.	Business/Community	243	3.61	0.99
	Parent	242	3.49	1.23
	Teacher/Professor	1181	3.61	1.04
	Administrator	361	4.06	0.94
	Total	2027	3.68	1.06

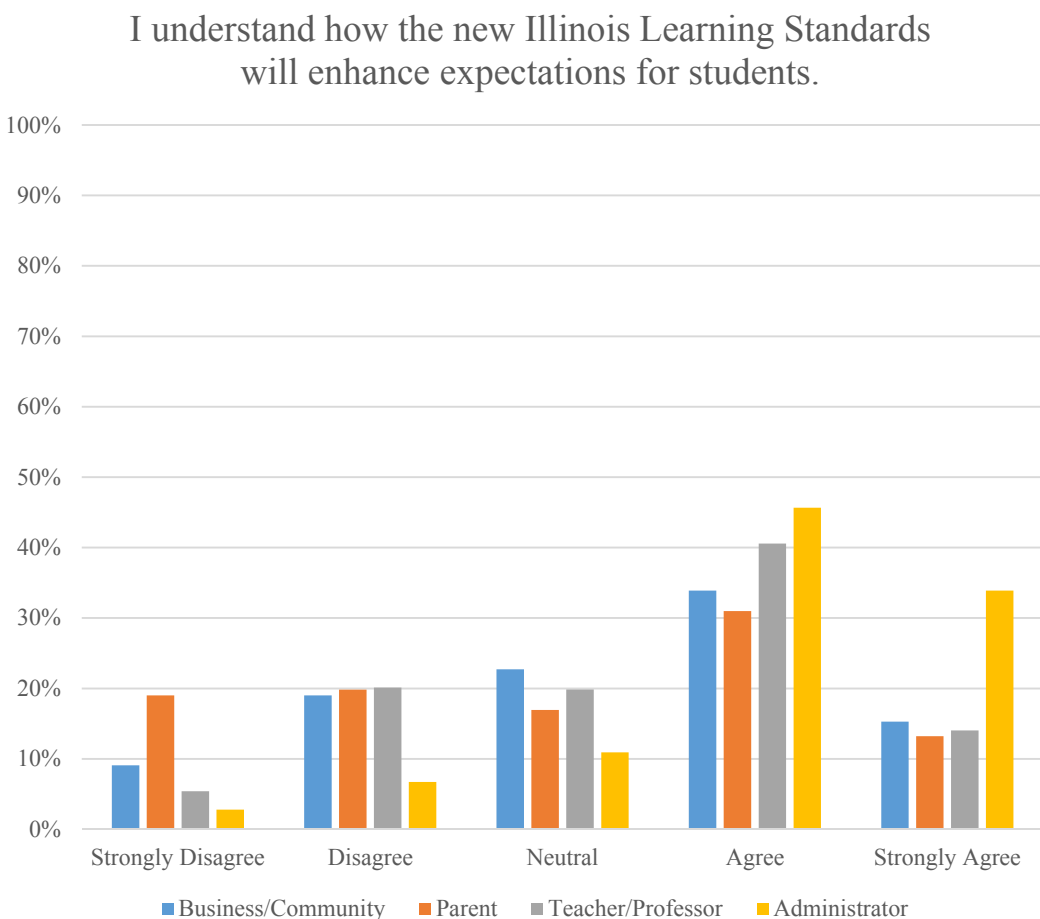
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>5</sup>

<sup>5</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I understand how the new Illinois Learning Standards will enhance expectations for students.	Business/Community	242	3.27	1.20
	Parent	242	3.00	1.34
	Teacher/Professor	1183	3.38	1.12
	Administrator	357	4.01	0.99
	Total	2024	3.43	1.17
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



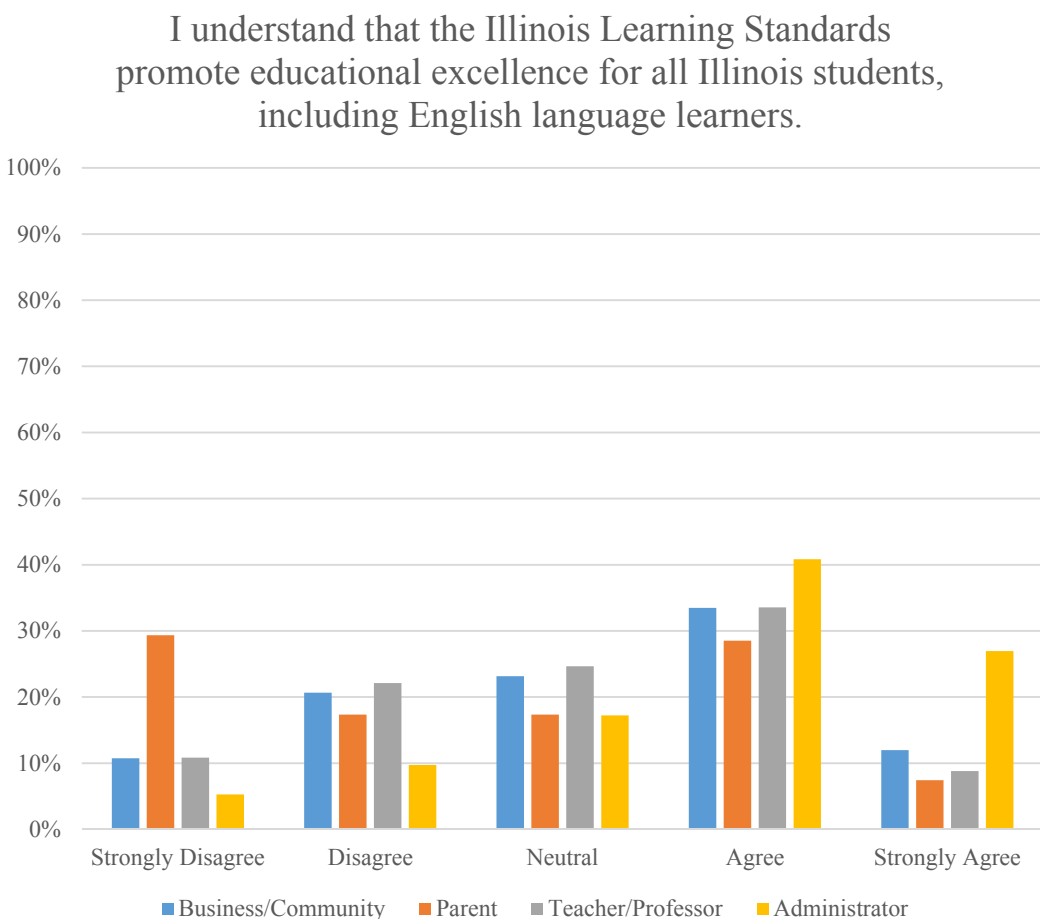
Business/community and teacher/professor responses were very similar and not significantly different. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>6</sup>

<sup>6</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-10 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
I understand that the Illinois Learning Standards promote educational excellence for all Illinois students, including English language learners.	Business/Community	242	3.15	1.20
	Parent	242	2.67	1.35
	Teacher/Professor	1180	3.07	1.16
	Administrator	360	3.74	1.12
	Total	2024	3.16	1.22

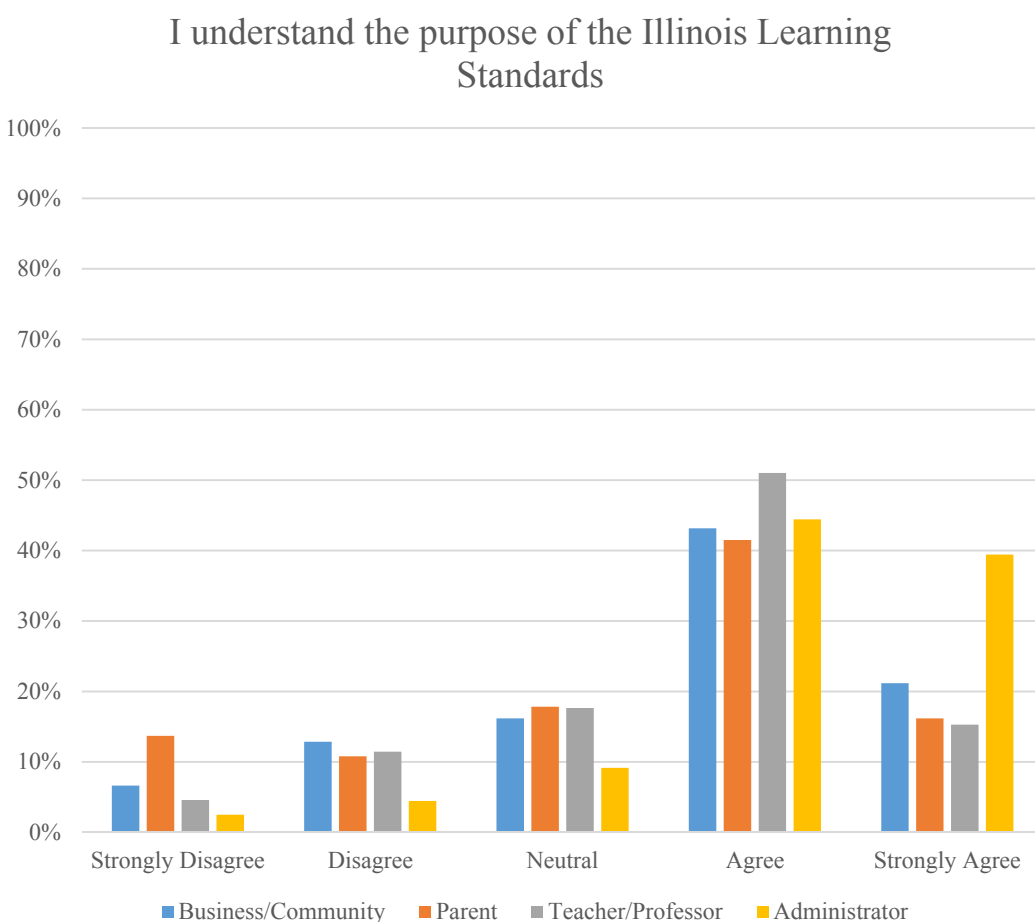
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>7</sup>

<sup>7</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I understand the purpose of the Illinois Learning Standards.	Business/Community	241	3.59	1.15
	Parent	241	3.36	1.26
	Teacher/Professor	1178	3.61	1.02
	Administrator	360	4.14	0.93
	Total	2020	3.67	1.08
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



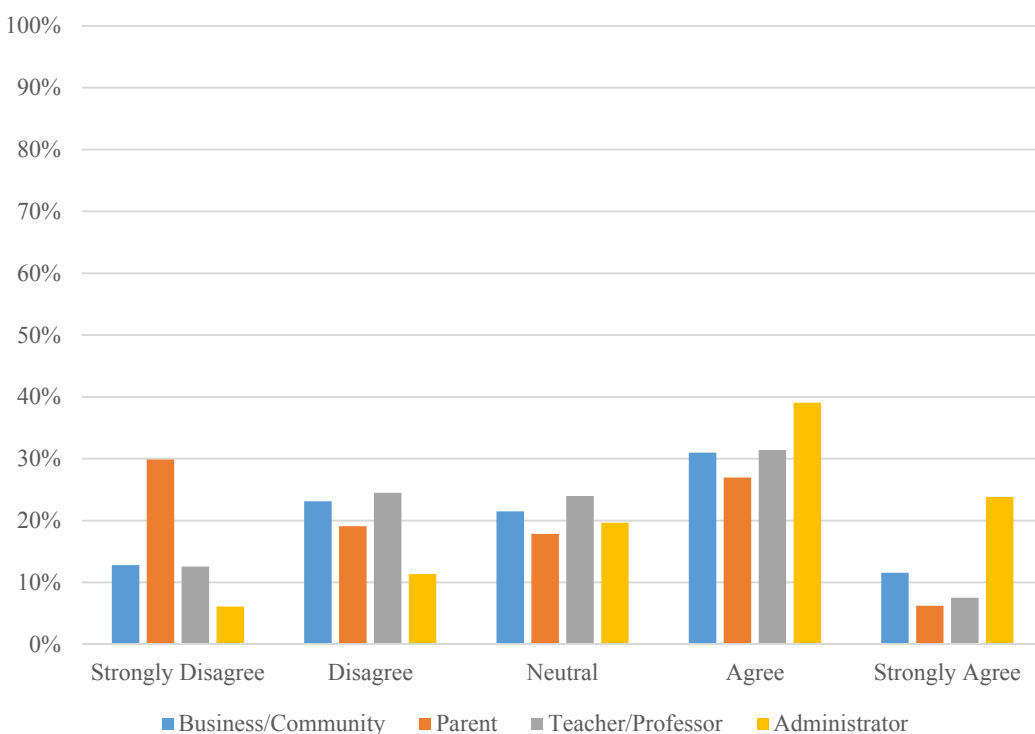
Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the teacher & business/community groups and the difference between the average parent and average teacher responses were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>8</sup>

<sup>8</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-12 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).	Business/Community	242	3.05	1.23
	Parent	241	2.61	1.33
	Teacher/Professor	1184	2.97	1.17
	Administrator	361	3.63	1.14
	Total	2028	3.05	1.23
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

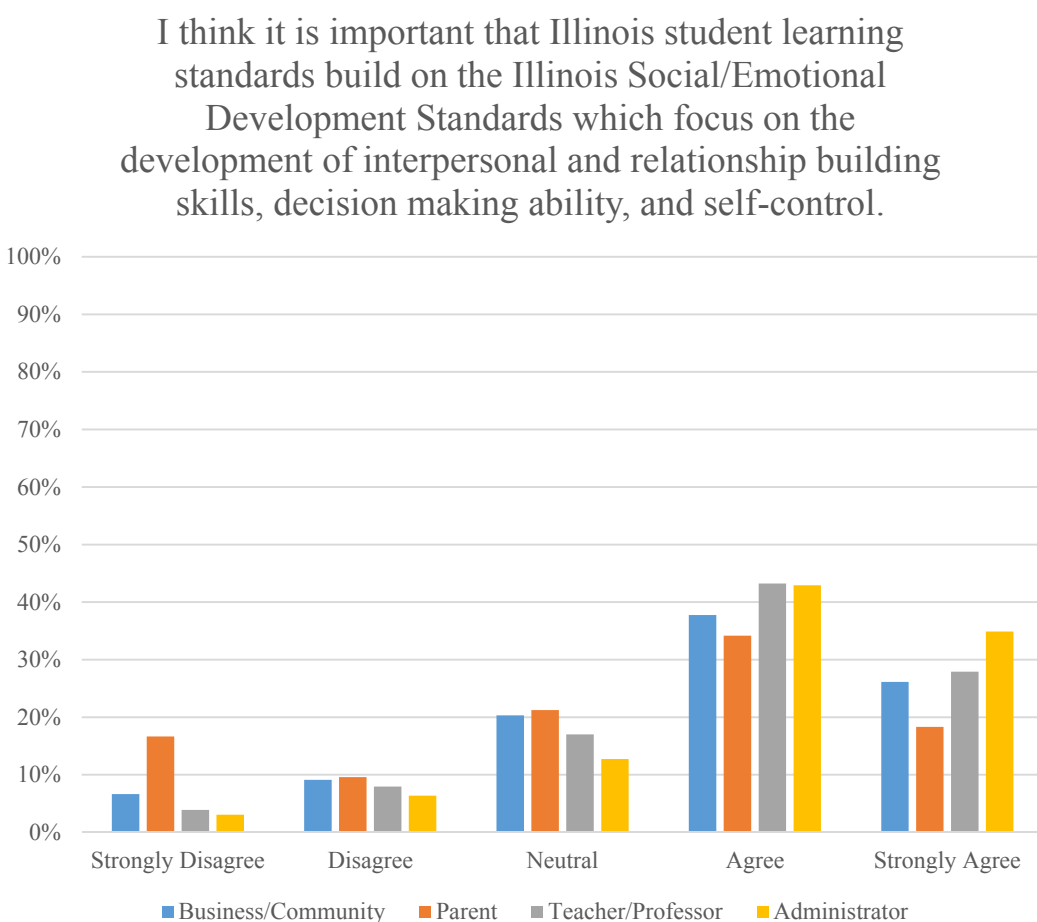
I understand that the Illinois Learning Standards promote educational excellence for all Illinois students and serve as targets for those with special needs (except for some with severe disabilities).



Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>9</sup>

<sup>9</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I think it is important that Illinois student learning standards build on the Illinois Social/Emotional Development Standards which focus on the development of interpersonal and relationship building skills, decision making ability, and self-control.	Business/Community	241	3.68	1.15
	Parent	240	3.28	1.33
	Teacher/Professor	1182	3.83	1.04
	Administrator	361	4.00	1.00
	Total	2024	3.78	1.11
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



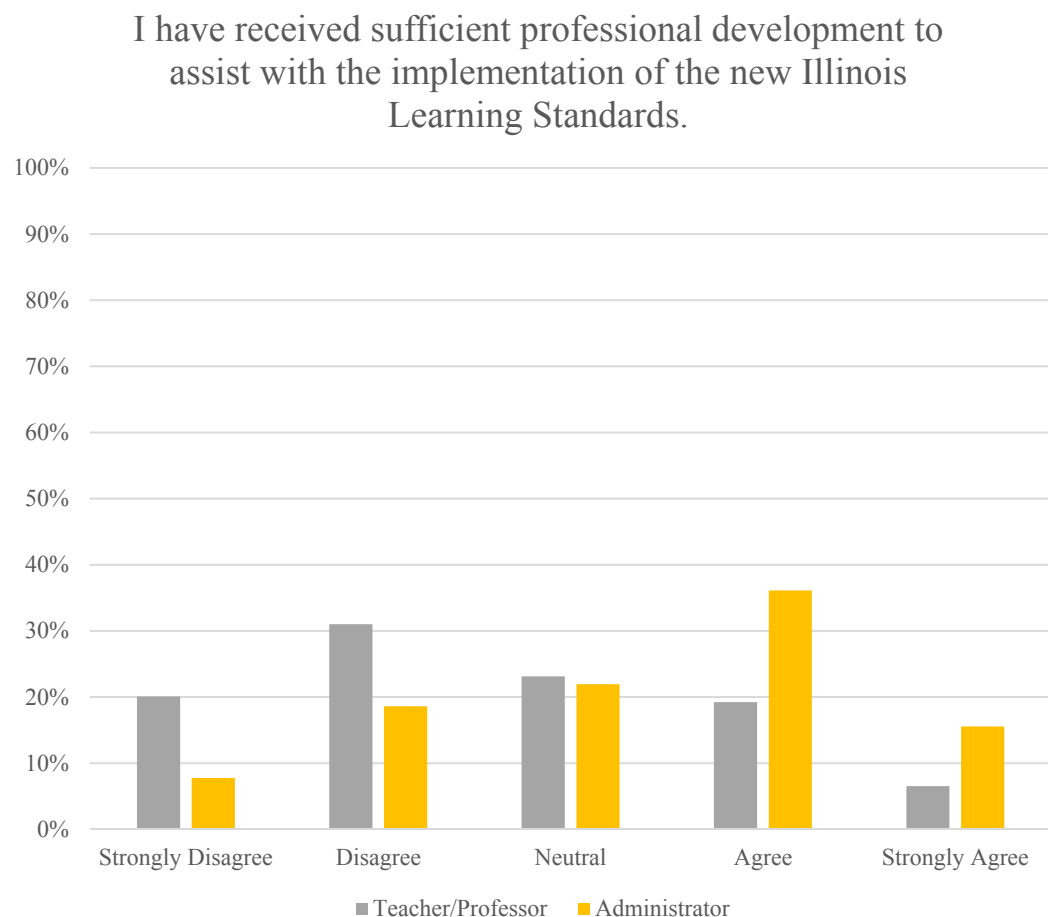
The differences in the average parent response compared to the other three groups is statistically significant at the  $p < .01$  level. The differences in the average administrator response compared to the other three groups is statistically significant at the  $p < .01$  level.<sup>10</sup>

<sup>10</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-14 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
I have received sufficient professional development to assist with the implementation of the new Illinois Learning Standards.	Business/Community	-	-	-
	Parent	-	-	-
	Teacher/Professor	1180	2.61	1.19
	Administrator	360	3.33	1.17
	Total	1540	2.78	1.22

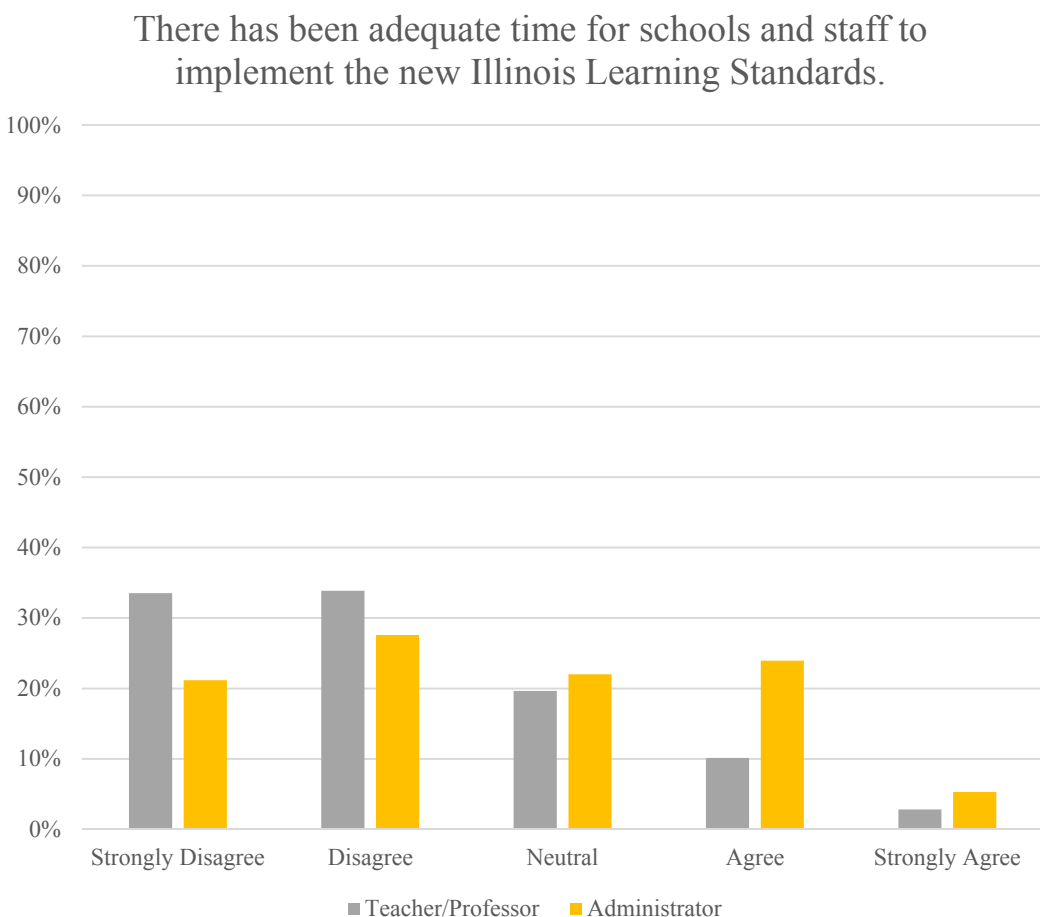
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



The difference in the average administrator response is higher than the average teacher/professor response and is statistically significant at the  $p < .01$  level.



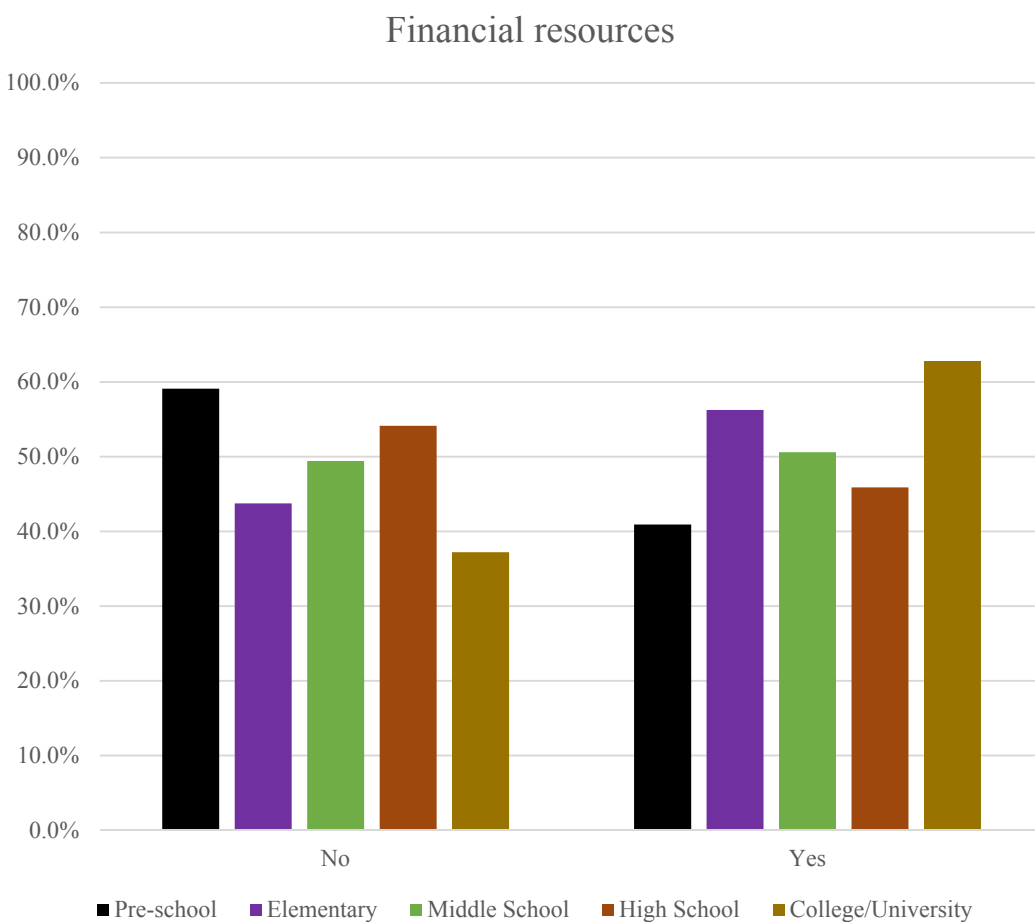
		N	Mean	S. D.
There has been adequate time for schools and staff to implement the new Illinois Learning Standards.	Business/Community	-	-	-
	Parent	-	-	-
	Teacher/Professor	1175	2.15	1.08
	Administrator	359	2.65	1.21
	Total	1534	2.27	1.13
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



The difference in the average administrator response is higher than the average teacher/professor response and is statistically significant at the  $p < .01$  level.

**Challenges to Implementation (ILS\_3\_1 through ILS\_3\_7)**

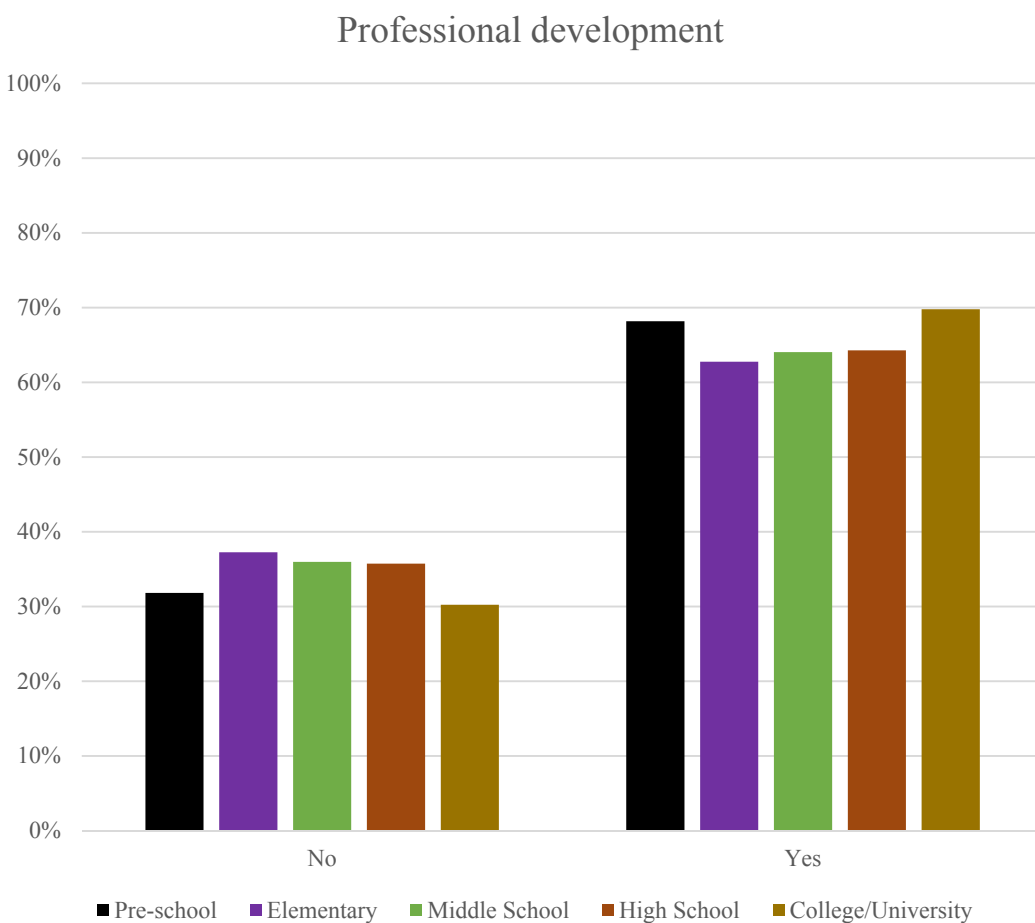
Between Teachers		N	Mean	S. D.
Financial resources	Pre-school	22	0.41	0.50
	Elementary	400	0.56	0.50
	Middle School	253	0.51	0.50
	High School	473	0.46	0.50
	College/University	43	0.63	0.49
	Total	1191	0.51	0.50
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



A higher percentage of elementary teachers selected ‘Financial resources’ as a challenge associated with implementation of the new Illinois Learners Standards compared to high school teachers. The difference is statistically significant at the  $p < .05$  level.<sup>11</sup>

<sup>11</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

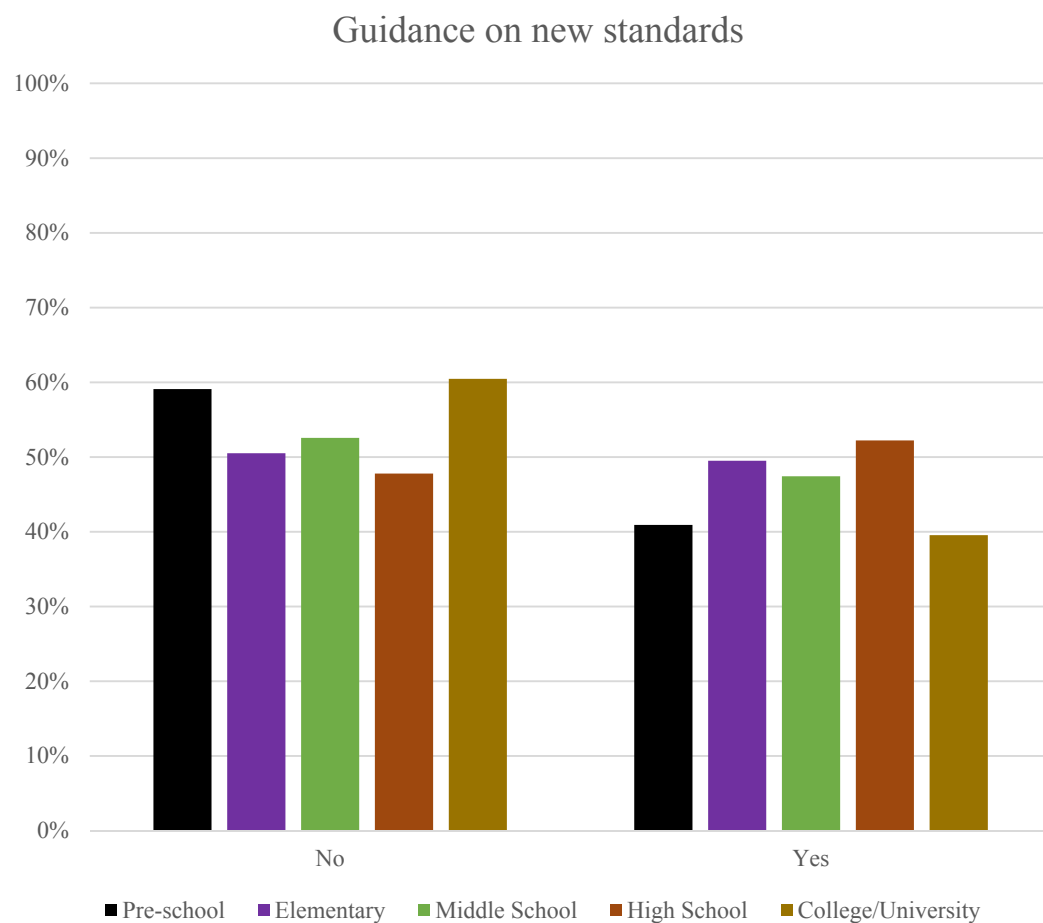
		N	Mean	S. D.
Professional development	Pre-school	22	0.68	0.48
	Elementary	400	0.63	0.48
	Middle School	253	0.64	0.48
	High School	473	0.64	0.48
	College/University	43	0.70	0.46
	Total	1191	0.64	0.48
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



The differences in the means across all groups are not statistically significant.

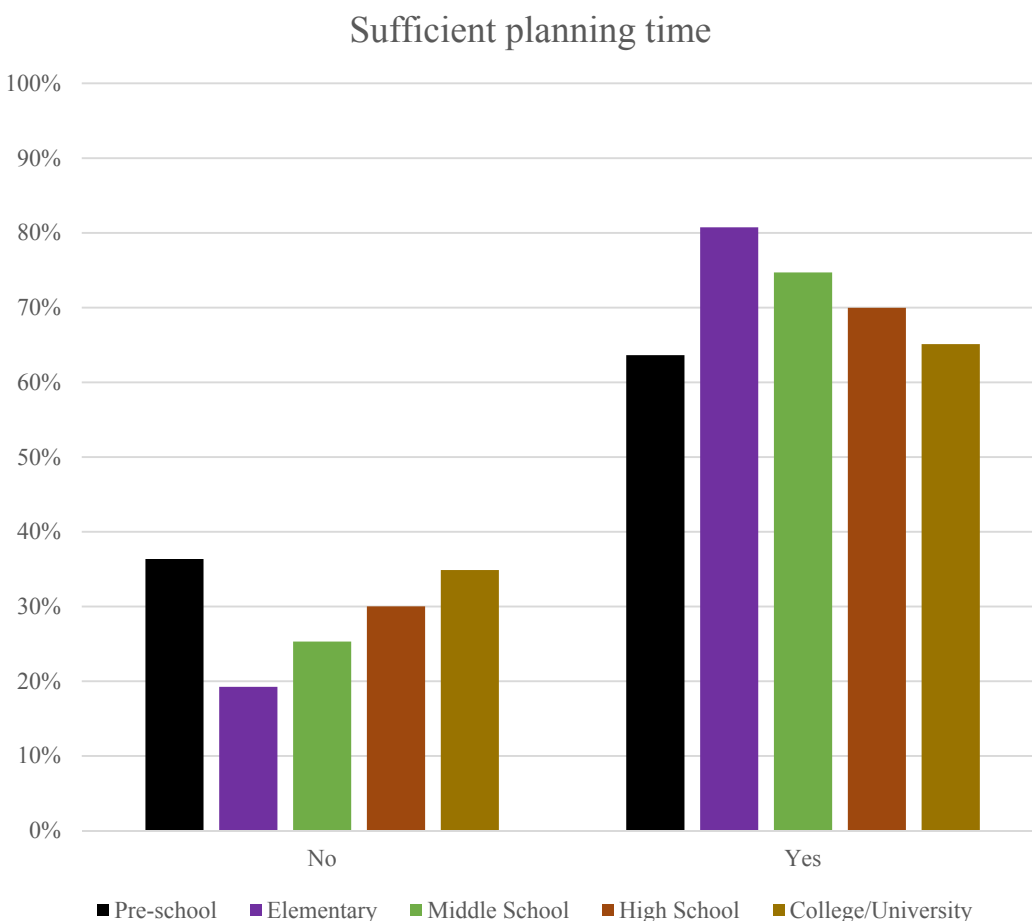
### III-18 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
Guidance on new standards	Pre-school	22	0.41	0.50
	Elementary	400	0.50	0.50
	Middle School	253	0.47	0.50
	High School	473	0.52	0.50
	College/University	43	0.40	0.49
	Total	1191	0.50	0.50
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



The differences in the means across all groups are not statistically significant.

		N	Mean	S. D.
Sufficient planning time	Pre-school	22	0.64	0.49
	Elementary	400	0.81	0.39
	Middle School	253	0.75	0.44
	High School	473	0.70	0.46
	College/University	43	0.65	0.48
	Total	1191	0.74	0.44
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



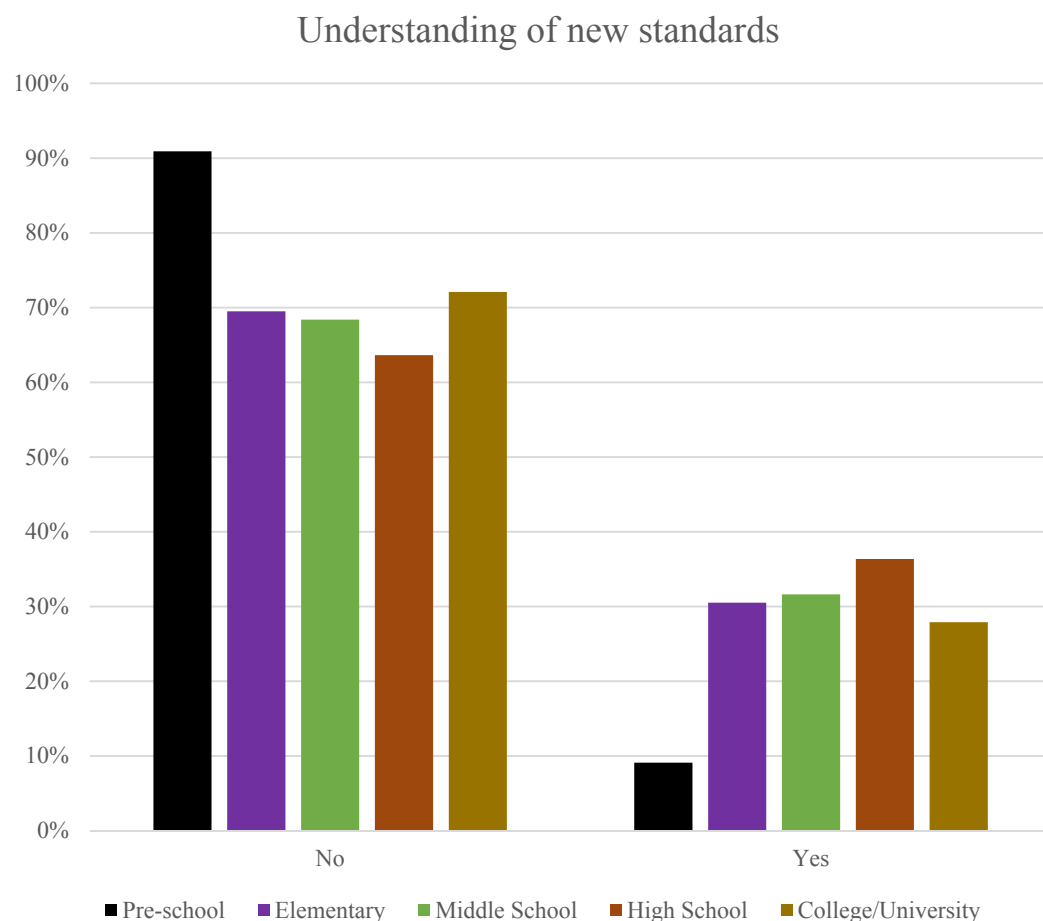
A higher percentage of elementary teachers selected 'Sufficient planning time' as a challenge associated with implementation of the new Illinois Learners Standards compared to high school teachers. The difference is statistically significant at the  $p < .01$  level.<sup>12</sup>

<sup>12</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-20 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
Understanding of new standards	Pre-school	22	0.09	0.29
	Elementary	400	0.31	0.46
	Middle School	253	0.32	0.47
	High School	473	0.36	0.48
	College/University	43	0.28	0.45
	Total	1191	0.33	0.47

Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.

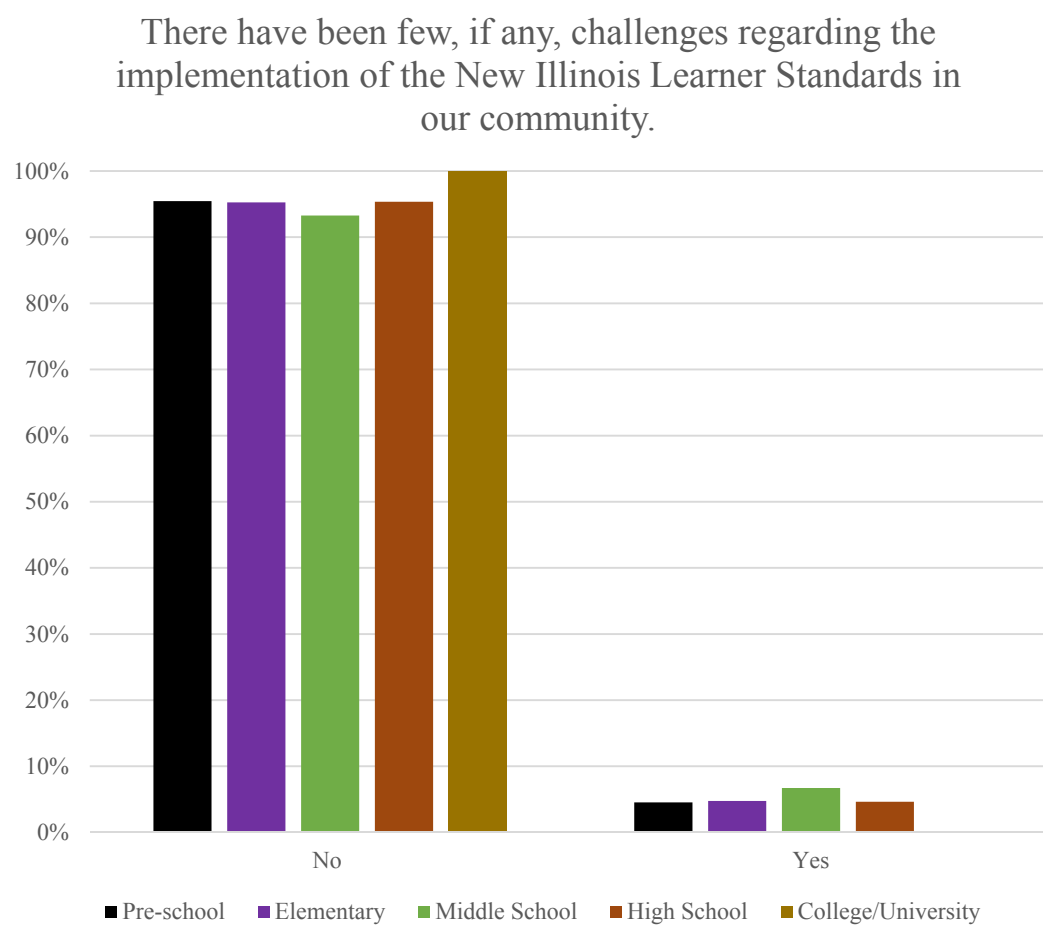


A higher percentage of pre-school teachers selected 'Understanding of new standards' as a challenge associated with implementation of the new Illinois Learners Standards compared to all other teachers. The differences are statistically significant at the  $p < .05$  level.<sup>13</sup>

<sup>13</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
There have been few, if any, challenges regarding the implementation of the New	Pre-school	22	0.05	0.21
	Elementary	400	0.05	0.21
	Middle School	253	0.07	0.25
	High School	473	0.05	0.21
	College/University	43	0.00	0.00
	Total	1191	0.05	0.22

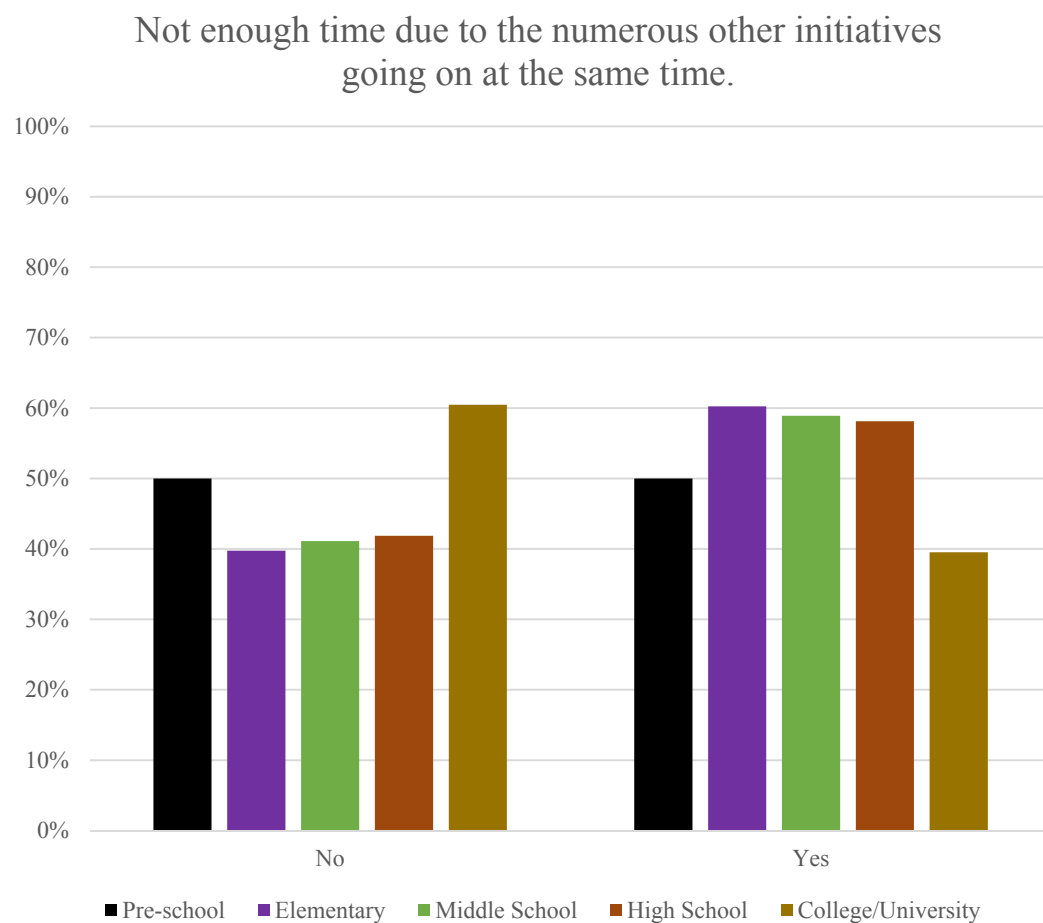
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.



The differences in the means across all groups are not statistically significant.

### III-22 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

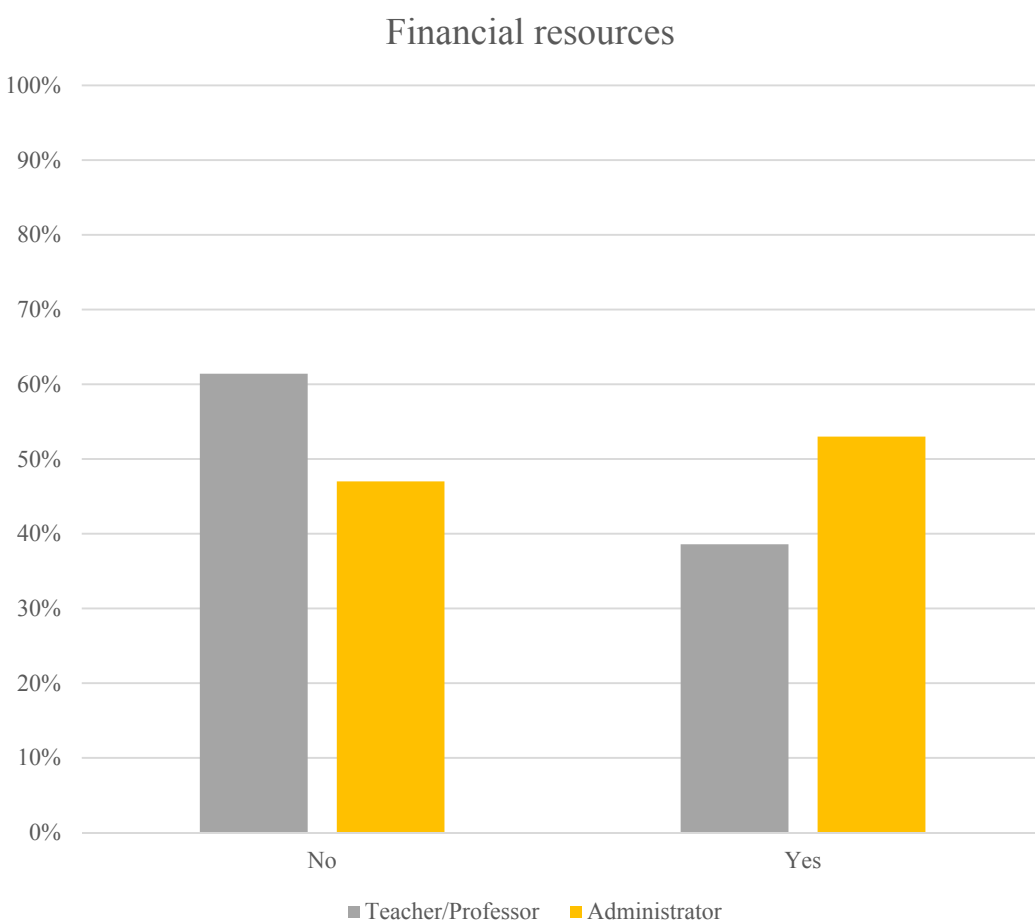
		N	Mean	S. D.
Not enough time due to the numerous other initiatives going on at the same time.	Pre-school	22	0.50	0.51
	Elementary	400	0.60	0.49
	Middle School	253	0.59	0.49
	High School	473	0.58	0.49
	College/University	43	0.40	0.49
	Total	1191	0.58	0.49
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



The differences in the means across all groups are not statistically significant.



Between Teachers & Administrators		N	Mean	S. D.
Financial resources	Teacher/Professor	1591	0.39	0.49
	Administrator	434	0.53	0.50
	Total	2025	0.42	0.49
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



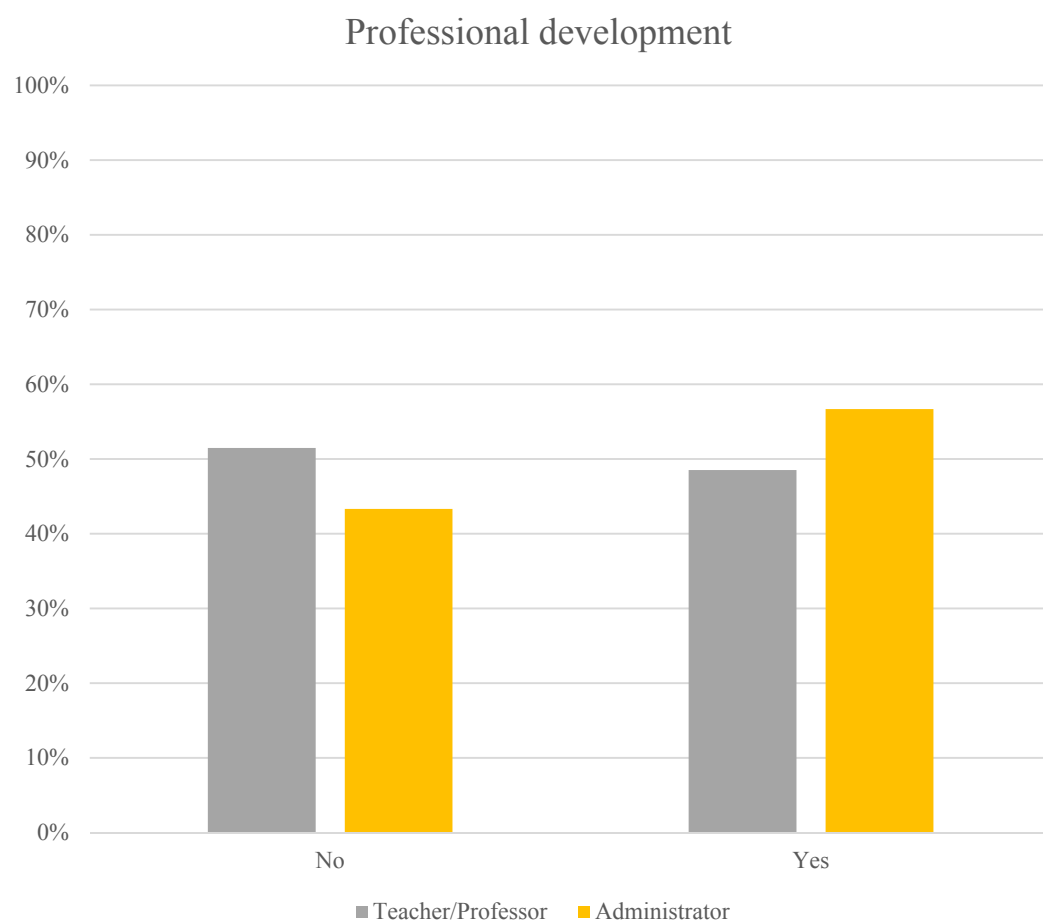
A higher percentage of administrators selected ‘Financial resources’ as a challenge associated with implementation of the new Illinois Learners Standards compared to teachers. The difference is statistically significant at the  $p < .001$  level.<sup>14</sup>

<sup>14</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-24 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
Professional development	Teacher/Professor	1591	0.49	0.50
	Administrator	434	0.57	0.50
	Total	2025	0.50	0.50

Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.

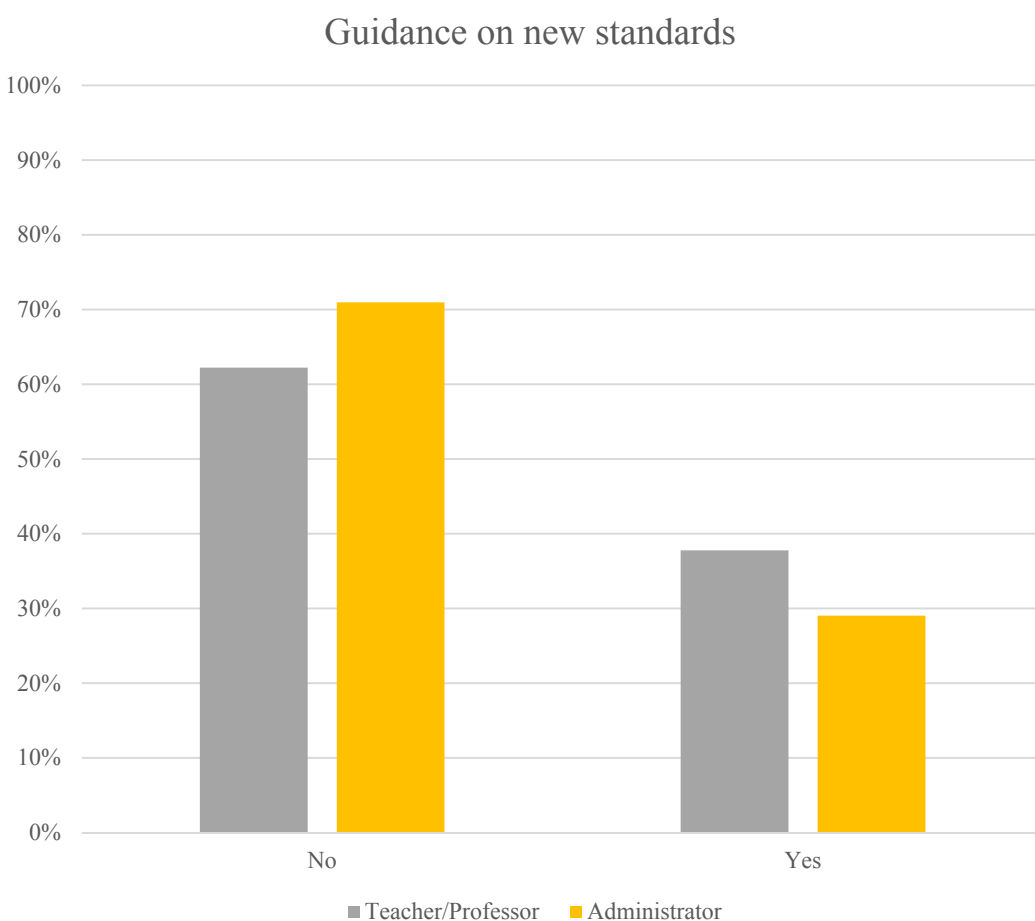


A higher percentage of administrators selected 'Professional development' as a challenge associated with implementation of the new Illinois Learners Standards compared to teachers. The difference is statistically significant at the  $p < .01$  level.<sup>15</sup>

<sup>15</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
Guidance on new standards	Teacher/Professor	1591	0.38	0.48
	Administrator	434	0.29	0.45
	Total	2025	0.36	0.48

Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.



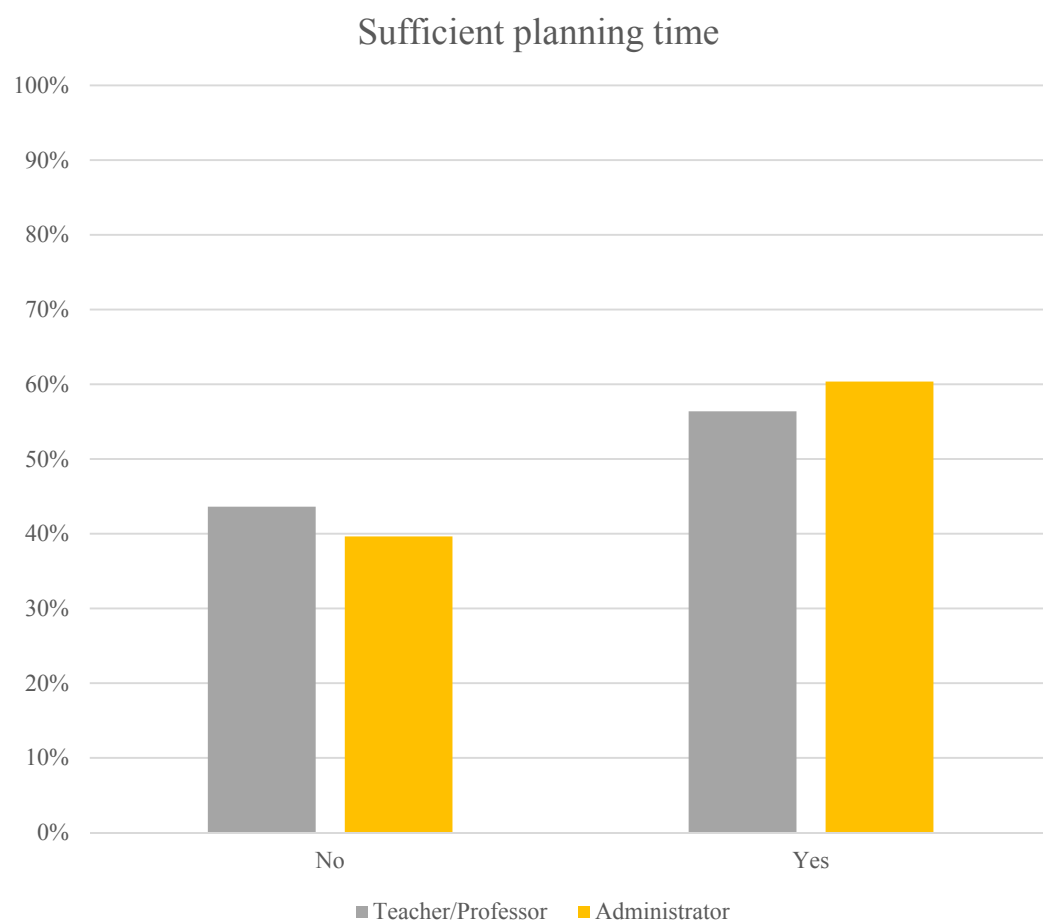
A higher percentage of teachers selected 'Guidance on new standards' as a challenge associated with implementation of the new Illinois Learners Standards compared to administrators. The difference is statistically significant at the  $p < .01$  level.<sup>16</sup>

<sup>16</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-26 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

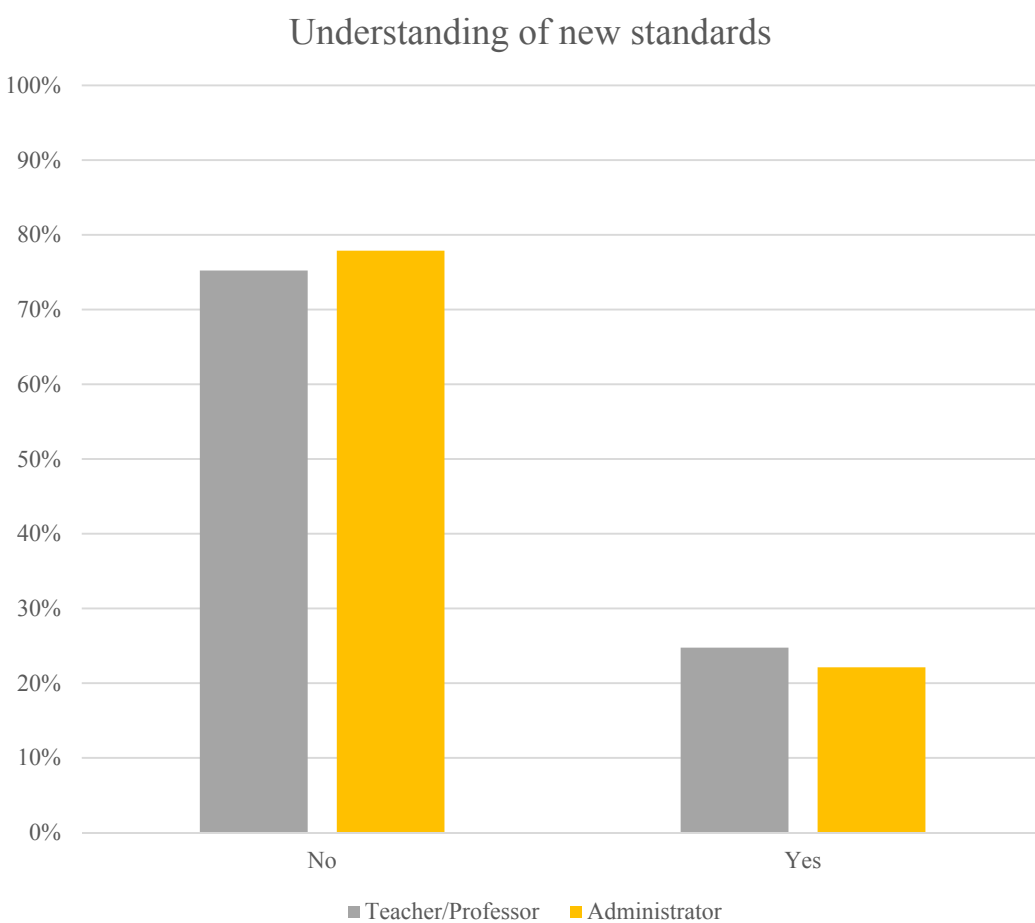
		N	Mean	S. D.
Sufficient planning time	Teacher/Professor	1591	0.56	0.50
	Administrator	434	0.60	0.49
	Total	2025	0.57	0.49

Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.



The differences in means between all groups are not statistically significant.

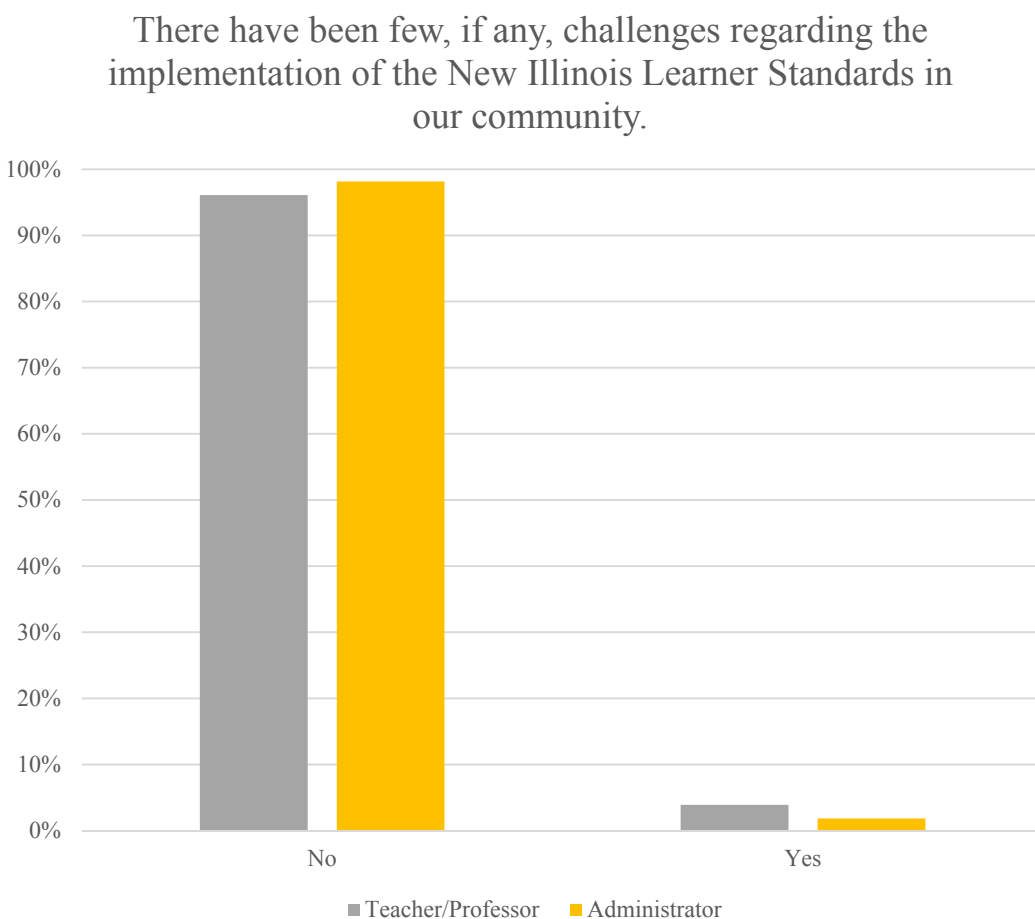
		N	Mean	S. D.
Understanding of new standards	Teacher/Professor	1591	0.25	0.43
	Administrator	434	0.22	0.42
	Total	2025	0.24	0.43
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



The differences in means between all groups are not statistically significant.

### III-28 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

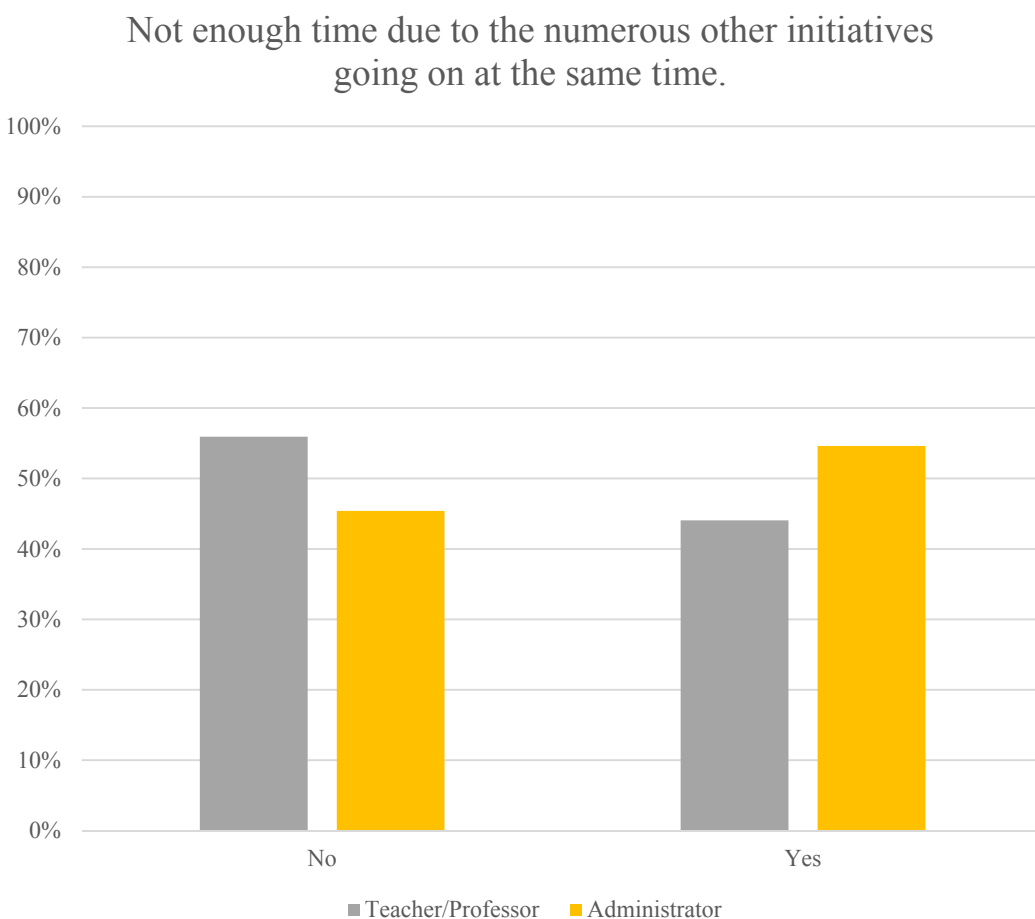
		N	Mean	S. D.
There have been few, if any, challenges regarding the implementation of the New	Teacher/Professor	1591	0.04	0.19
	Administrator	434	0.02	0.13
	Total	2025	0.03	0.18
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



A higher percentage of teachers selected ‘There have been few, if any, challenges regarding the implementation of the New Illinois Learner Standards in our community.’ as a challenge associated with implementation of the new Illinois Learners Standards compared to administrators. The difference is statistically significant at the  $p < .05$  level.<sup>17</sup>

<sup>17</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

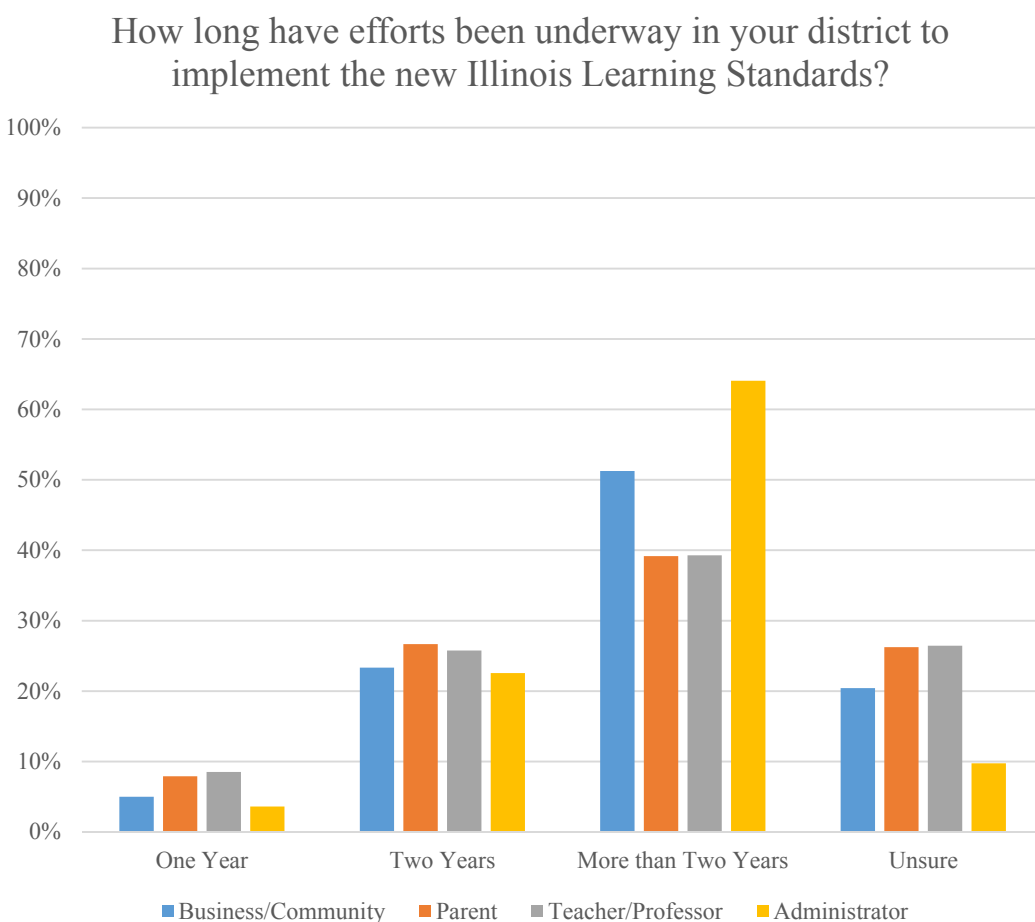
		N	Mean	S. D.
Not enough time due to the numerous other initiatives going on at the same time.	Teacher/Professor	1591	0.44	0.50
	Administrator	434	0.55	0.50
	Total	2025	0.46	0.50
Note: The range for the survey scale is 0 = No to 1 = Yes. An average of (.5) would suggest that half the respondents chose this response and the other half did not.				



A higher percentage of administrators selected 'Not enough time due to the numerous other initiatives going on at the same time.' as a challenge associated with implementation of the new Illinois Learners Standards compared to teachers. The difference is statistically significant at the  $p < .01$  level.

### III-30 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

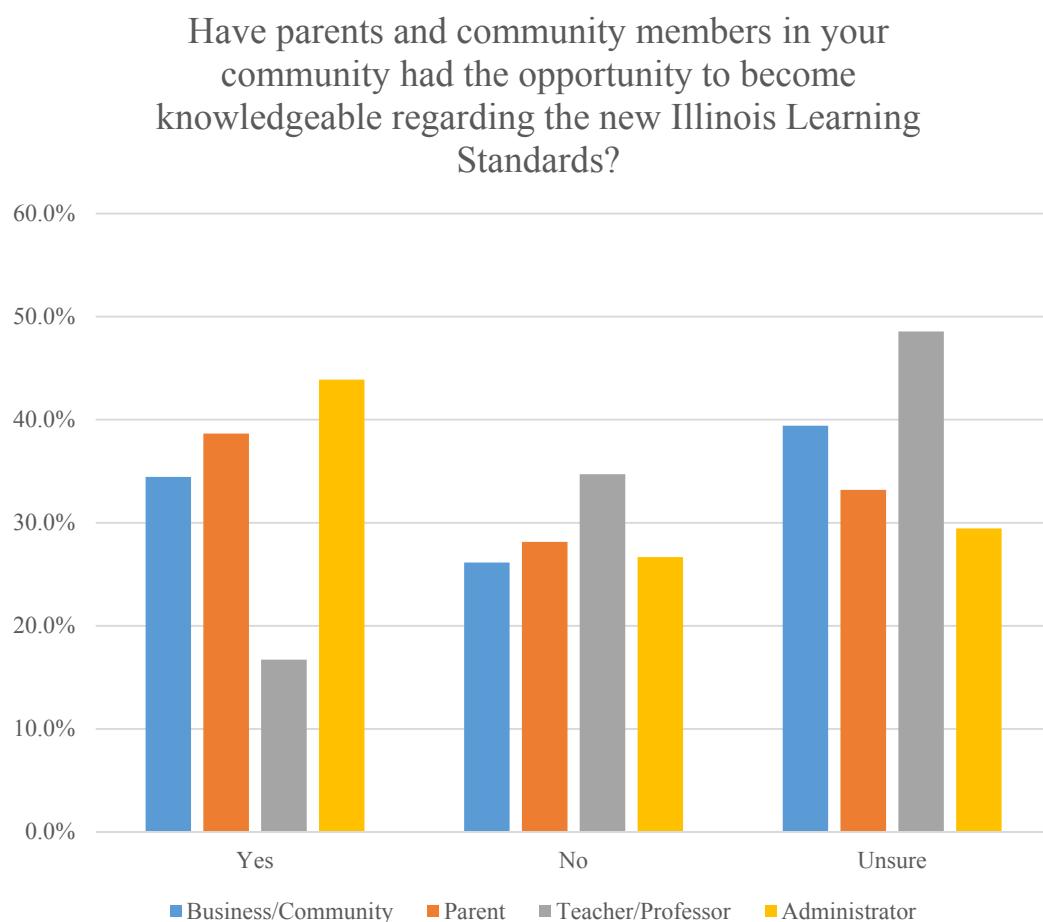
		N	Mean	S. D.
How long have efforts been underway in your district to implement the new Illinois Learning Standards?	Business/Community	240	2.87	0.79
	Parent	240	2.84	0.91
	Teacher/Professor	1184	2.84	0.92
	Administrator	359	2.80	0.66
	Total	2023	2.83	0.86
Note: The range for the survey scale is (-1) = No to 1 = Yes. The mid-point of the scale is 0 (Unsure).				



The differences in average responses across all groups are not statistically significant.



		N	Mean	S. D.
Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?	Business/Community	241	0.08	0.78
	Parent	238	0.11	0.81
	Teacher/Professor	1184	-0.18	0.69
	Administrator	360	0.17	0.82
	Total	2023	-0.05	0.76
Note: The range for the survey scale is (-1) = No to 1 = Yes. The mid-point of the scale is 0 (Unsure).				



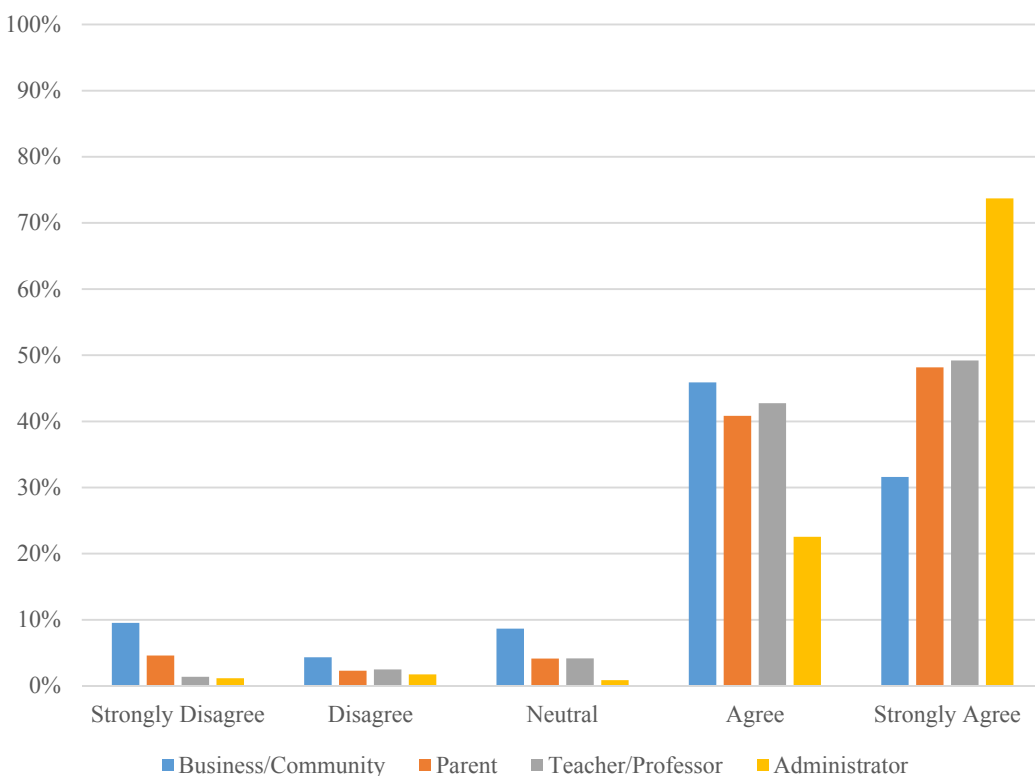
A higher percentage of teachers selected 'No' or 'Unsure' compared to the other groups. The average teacher response was lower than the other three groups and the differences were statistically significant.<sup>18</sup>

<sup>18</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

## ASSESSMENT

		N	Mean	S. D.
I am aware that Illinois has adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.	Business/Community	231	3.86	1.19
	Parent	218	4.26	0.98
	Teacher/Professor	1083	4.36	0.79
	Administrator	346	4.66	0.70
	Total	1878	4.34	0.89
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

I am aware that Illinois has adopted the Partnership for  
Assessment of Readiness for College and Careers  
(PARCC) assessment.

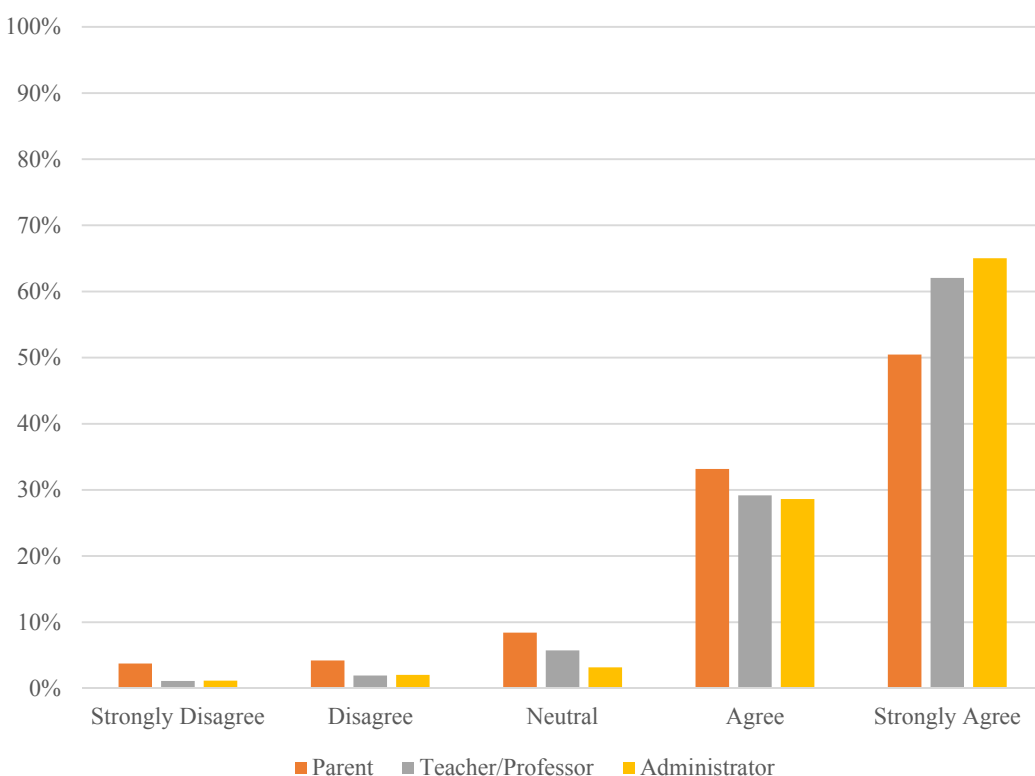


The average administrator response was higher than the average responses for both the parent & teacher/professor groups. The differences in the means between the administrator group and both the parent & teacher/professor groups are statistically significant at the  $p < .001$  level.<sup>19</sup>

<sup>19</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
There is a need for differentiated assessments for special needs students that take into account different learning styles and needs.	Business/Community	-	-	-
	Parent	214	4.22	1.02
	Teacher/Professor	1083	4.49	0.78
	Administrator	346	4.54	0.76
	Total	1643	4.47	0.82
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

There is a need for differentiated assessments for special needs students that take into account different learning styles and needs.

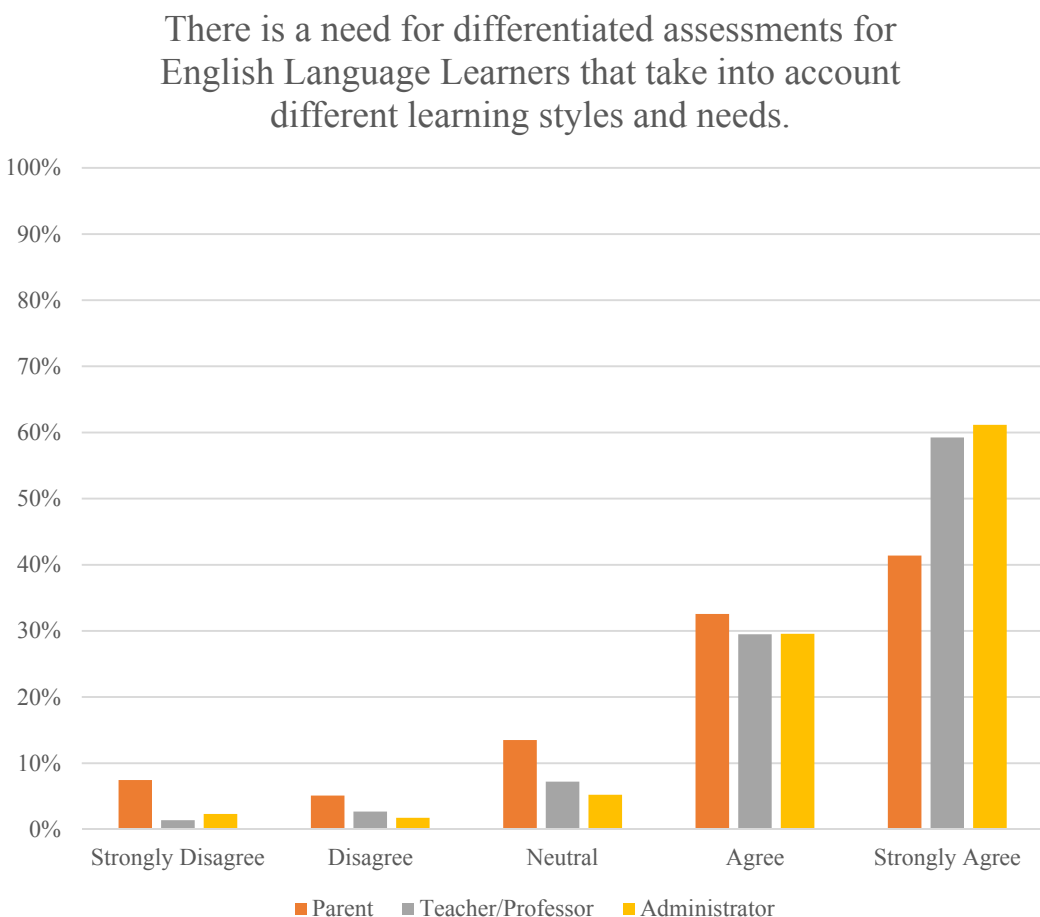


The average parent response was lower than the average responses for both the administrator & teacher/professor groups. The differences in the means between the parent group and both the administrator & teacher/professor groups are statistically significant at the  $p < .01$  level.<sup>20</sup>

<sup>20</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
There is a need for differentiated assessments for English Language Learners that take into account different learning styles and needs.	Business/Community	-	-	-
	Parent	215	3.95	1.20
	Teacher/Professor	1082	4.43	0.85
	Administrator	345	4.46	0.86
	Total	1642	4.37	0.92

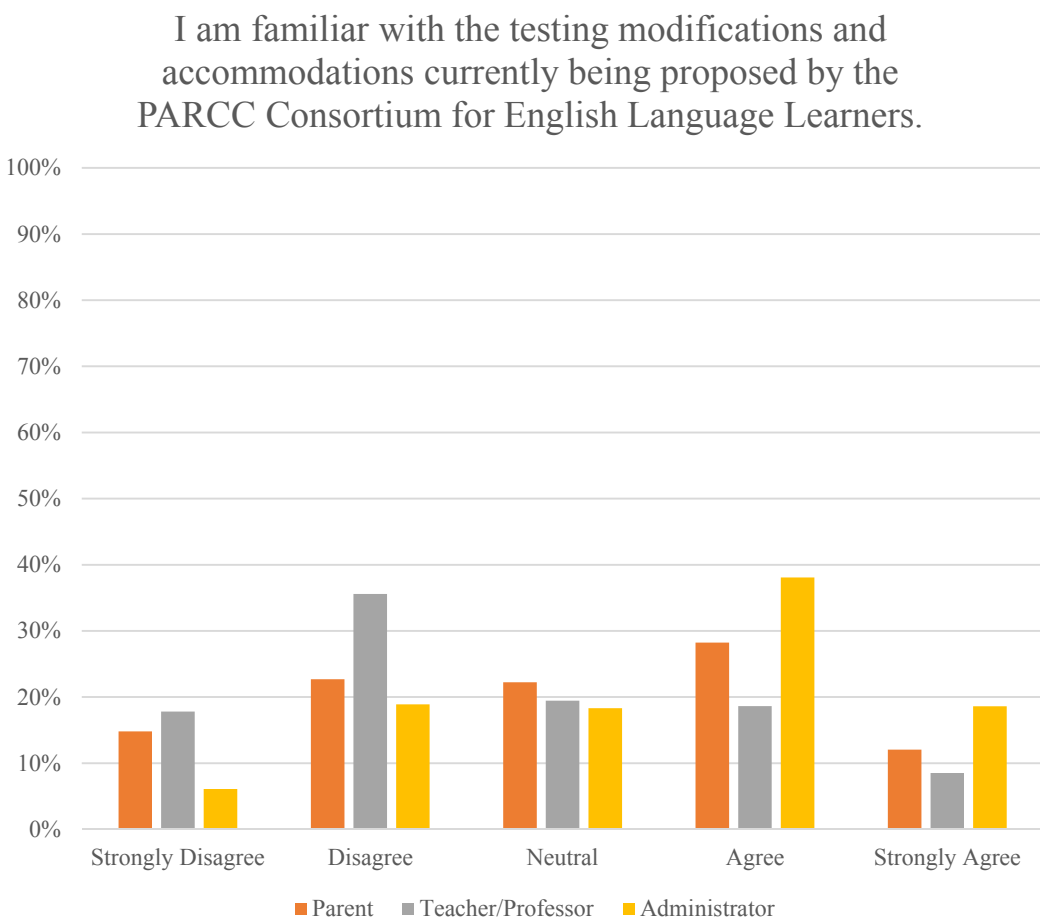
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



The average parent response was lower than the average responses for both the administrator & teacher/professor groups. The differences in the means between the parent group and both the administrator & teacher/professor groups are statistically significant at the  $p < .001$  level.<sup>21</sup>

<sup>21</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I am familiar with the testing modifications and accommodations currently being proposed by the PARCC Consortium for English Language Learners.	Business/Community	-	-	-
	Parent	216	3.00	1.26
	Teacher/Professor	1079	2.65	1.21
	Administrator	344	3.44	1.17
	Total	1639	2.86	1.25
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

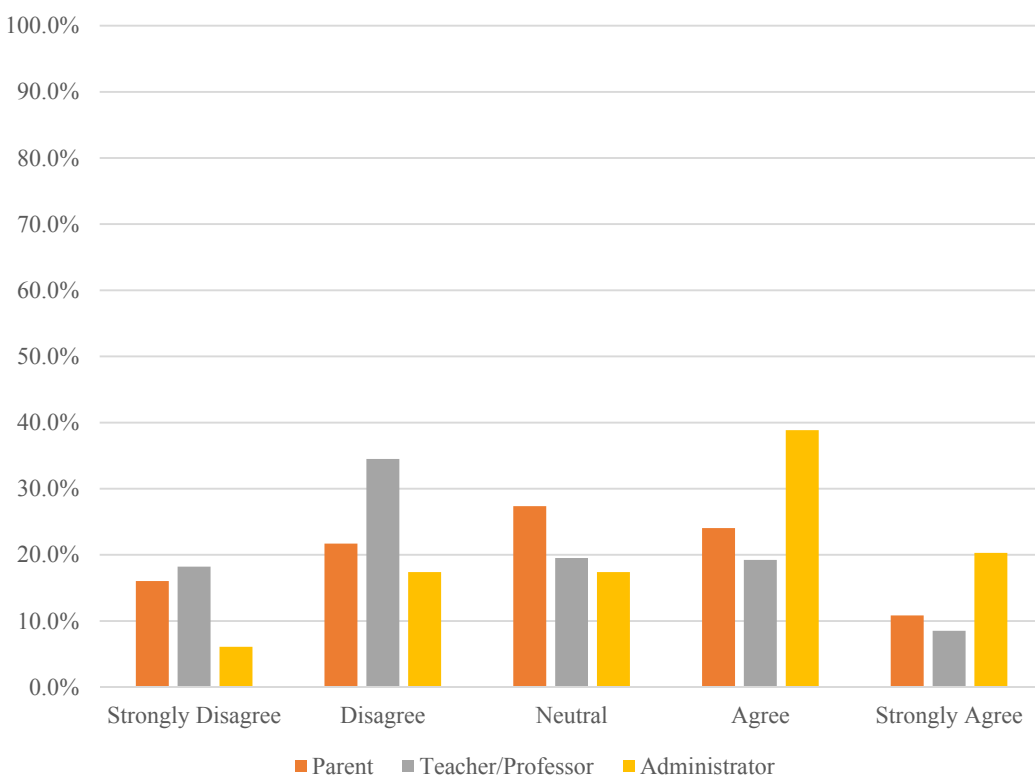


The observed differences between the means of all three groups are statistically significant at least at the  $p < .01$  level.<sup>22</sup>

<sup>22</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I am familiar with the testing modifications and accommodations currently being proposed by the PARCC Consortium for students with special needs.	Business/Community	-	-	-
	Parent	212	2.92	1.24
	Teacher/Professor	1081	2.65	1.22
	Administrator	345	3.50	1.17
	Total	1638	2.87	1.26
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

I am familiar with the testing modifications and accommodations currently being proposed by the PARCC Consortium for students with special needs.

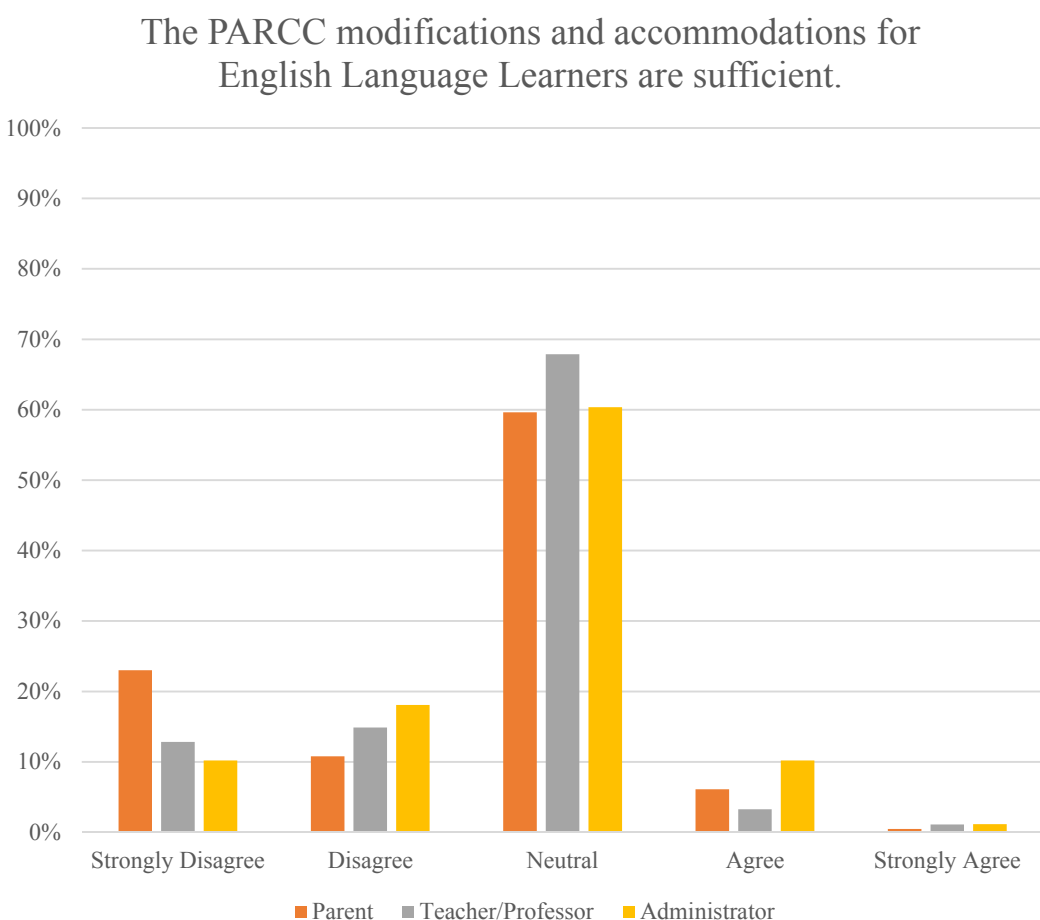


The observed differences between the means of all three groups are statistically significant at least at the  $p < .01$  level.<sup>23</sup>

<sup>23</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
The PARCC modifications and accommodations for English Language Learners are sufficient.	Business/Community	0	.	.
	Parent	213	2.50	0.93
	Teacher/Professor	1068	2.65	0.79
	Administrator	343	2.74	0.82
	Total	1624	2.65	0.82

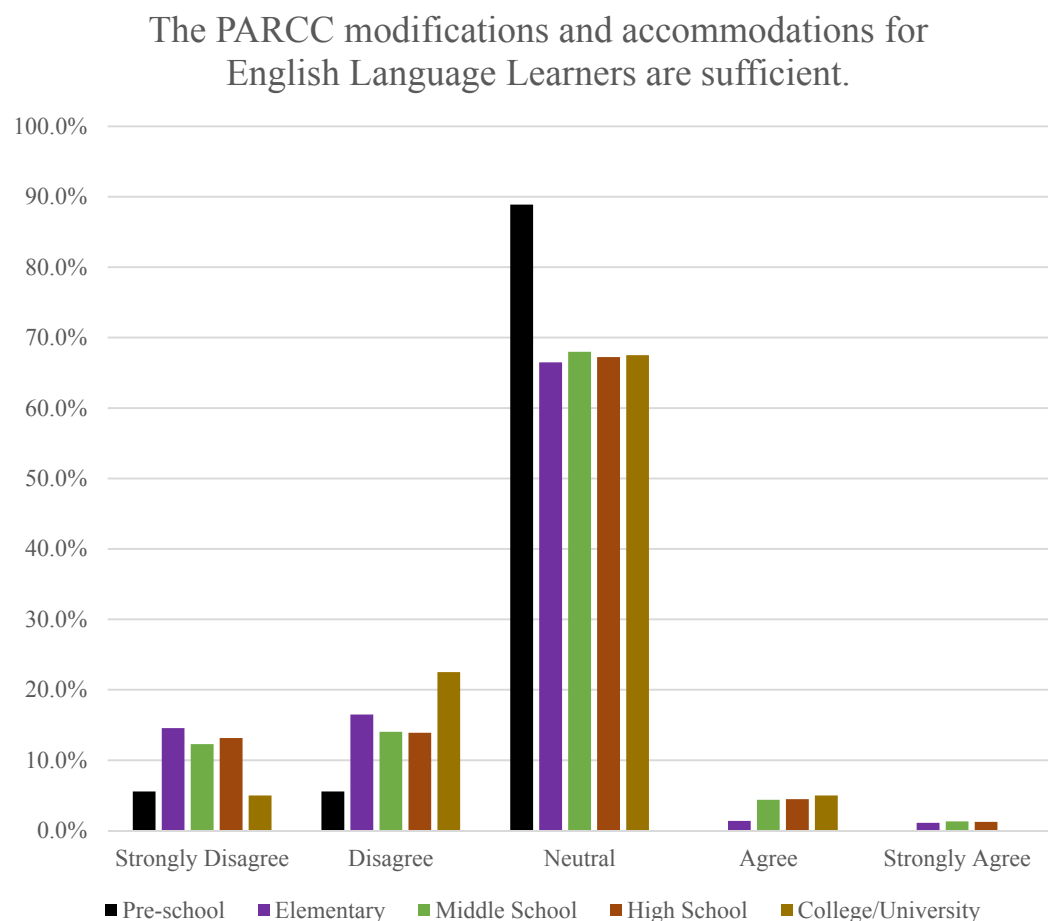
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



The average administrator and teacher/professor responses are not statistically different. The average administrator response is higher than the average parent response and the difference is statistically significant at the  $p < .01$  level.<sup>24</sup>

<sup>24</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
The PARCC modifications and accommodations for English Language Learners are sufficient.	Pre-school	18	2.83	0.51
	Elementary	364	2.58	0.79
	Middle School	228	2.68	0.79
	High School	403	2.67	0.81
	College/University	40	2.72	0.64
	Total	1053	2.65	0.79
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

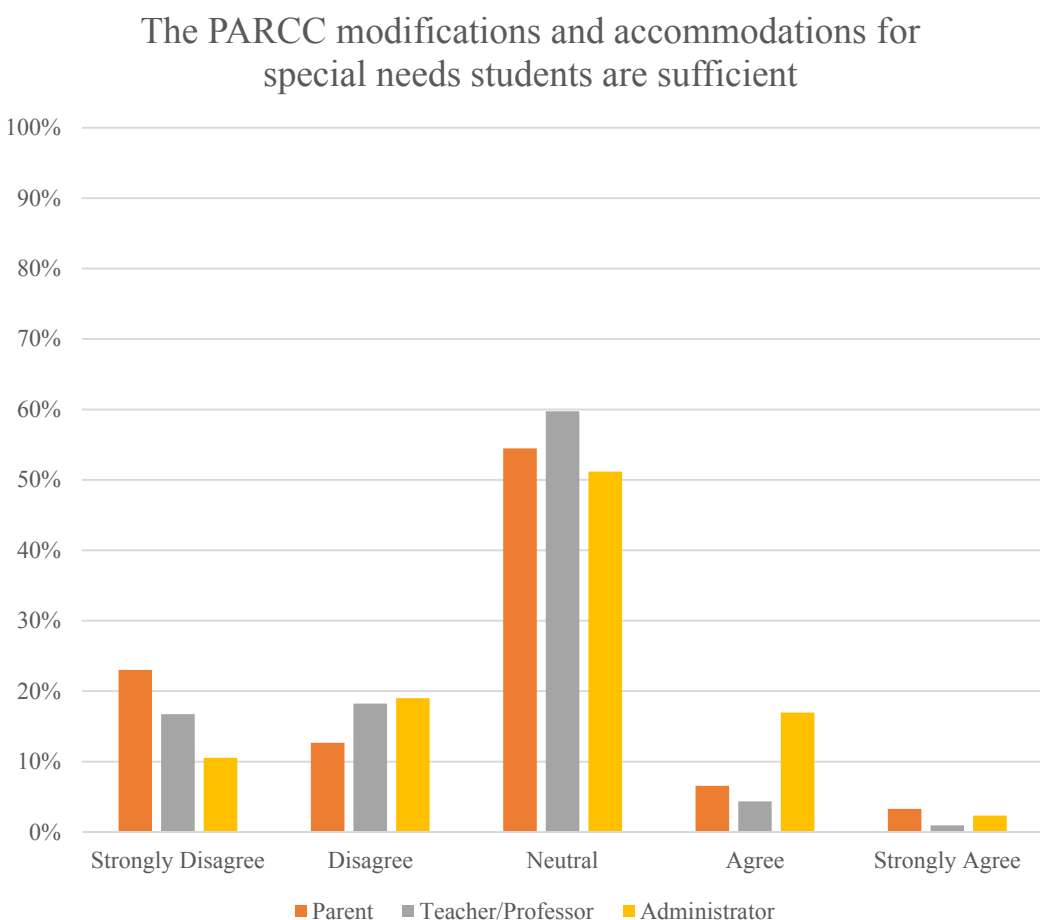


The differences in the mean responses across all groups are not statistically significant.<sup>25</sup>

<sup>25</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.



		N	Mean	S. D.
The PARCC modifications and accommodations for special needs students are sufficient.	Business/Community	0	.	.
	Parent	213	2.54	1.02
	Teacher/Professor	1058	2.55	0.85
	Administrator	342	2.82	0.92
	Total	1613	2.60	0.90
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



The average administrator and teacher/professor responses are not statistically different. The average administrator response is higher than the average parent response and the difference is statistically significant at the  $p < .01$  level.<sup>26</sup>

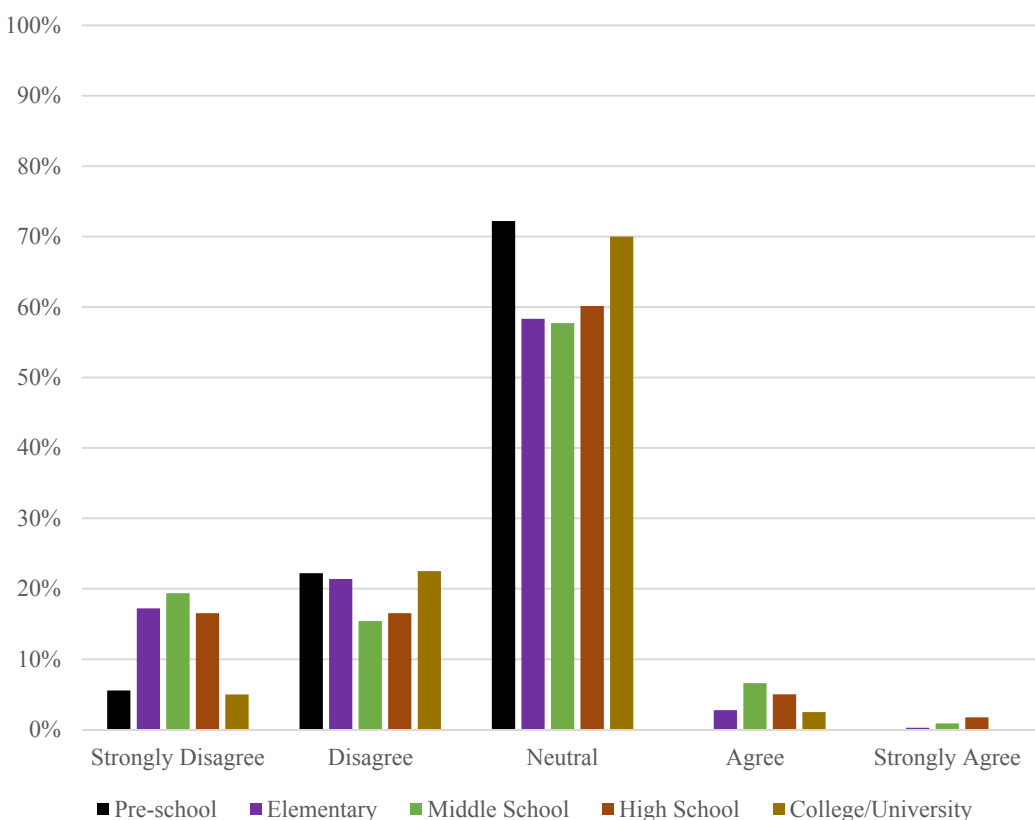
<sup>26</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-40 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
The PARCC modifications and accommodations for English Language Learners are sufficient.	Pre-school	18	2.67	0.59
	Elementary	360	2.48	0.82
	Middle School	227	2.54	0.91
	High School	399	2.59	0.88
	College/University	40	2.70	0.61
	Total	33	2.73	0.63

Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).

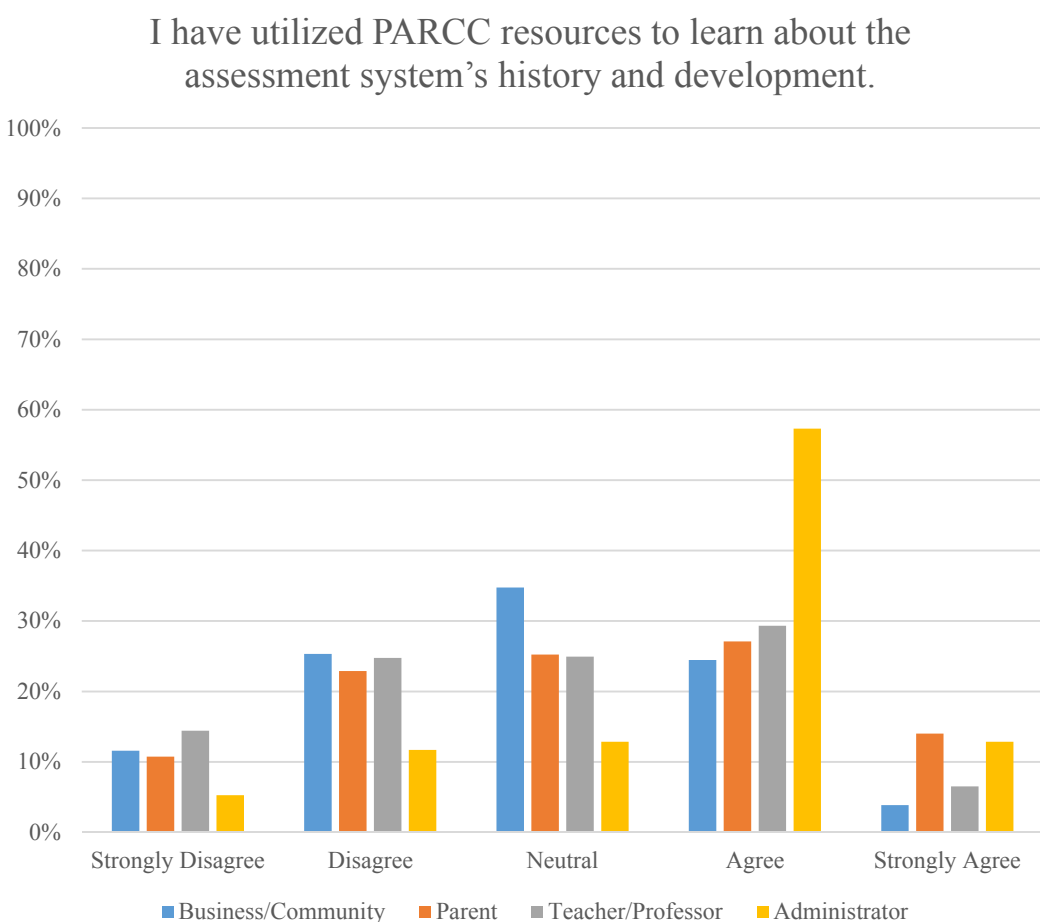
#### The PARCC modifications and accommodations for special needs students are sufficient.



The differences in the mean responses across all groups are not statistically significant.<sup>27</sup>

<sup>27</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I have utilized PARCC resources to learn about the assessment system's history and development.	Business/Community	233	2.84	1.05
	Parent	214	3.11	1.22
	Teacher/Professor	1074	2.89	1.17
	Administrator	342	3.61	1.02
	Total	1863	3.04	1.17
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

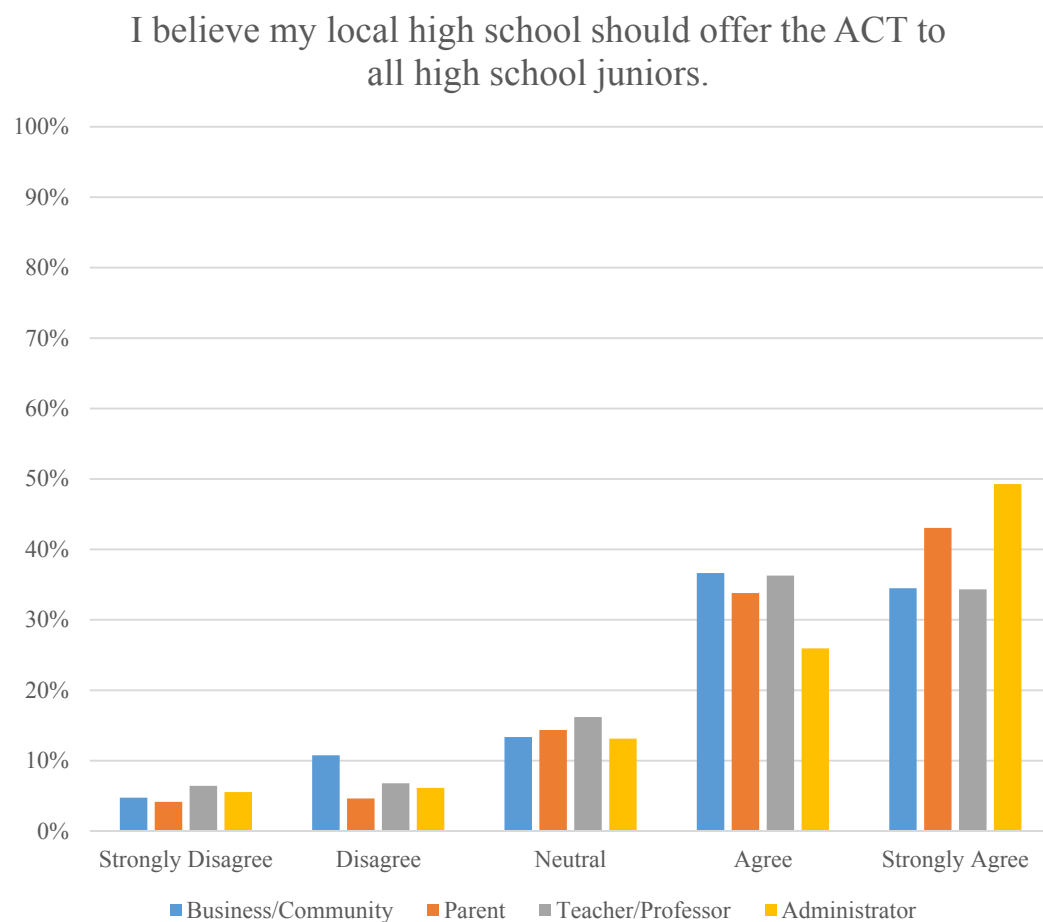


The differences in the average responses between each group are not statistically significant.<sup>28</sup>

<sup>28</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I believe my local high school should offer the ACT to all high school juniors.	Business/Community	232	3.85	1.15
	Parent	216	4.07	1.07
	Teacher/Professor	1075	3.85	1.16
	Administrator	343	4.07	1.17
	Total	1866	3.92	1.15

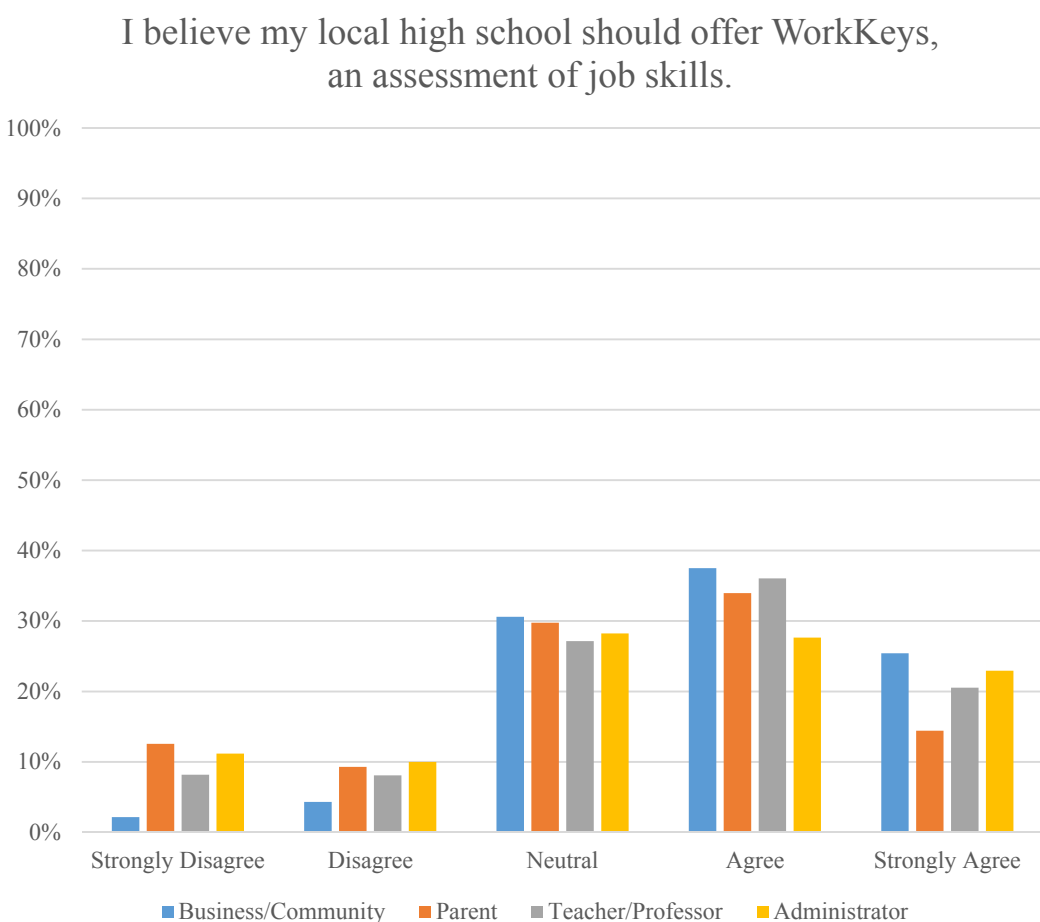
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



The average teacher response was statistically significant and lower than the administrator response at the  $p < .05$  level. All other comparisons were not statistically significant.<sup>29</sup>

<sup>29</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I believe my local high school should offer WorkKeys, an assessment of job skills.	Business/Community	232	3.80	0.94
	Parent	215	3.28	1.20
	Teacher/Professor	1076	3.53	1.15
	Administrator	340	3.41	1.26
	Total	1863	3.51	1.16
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



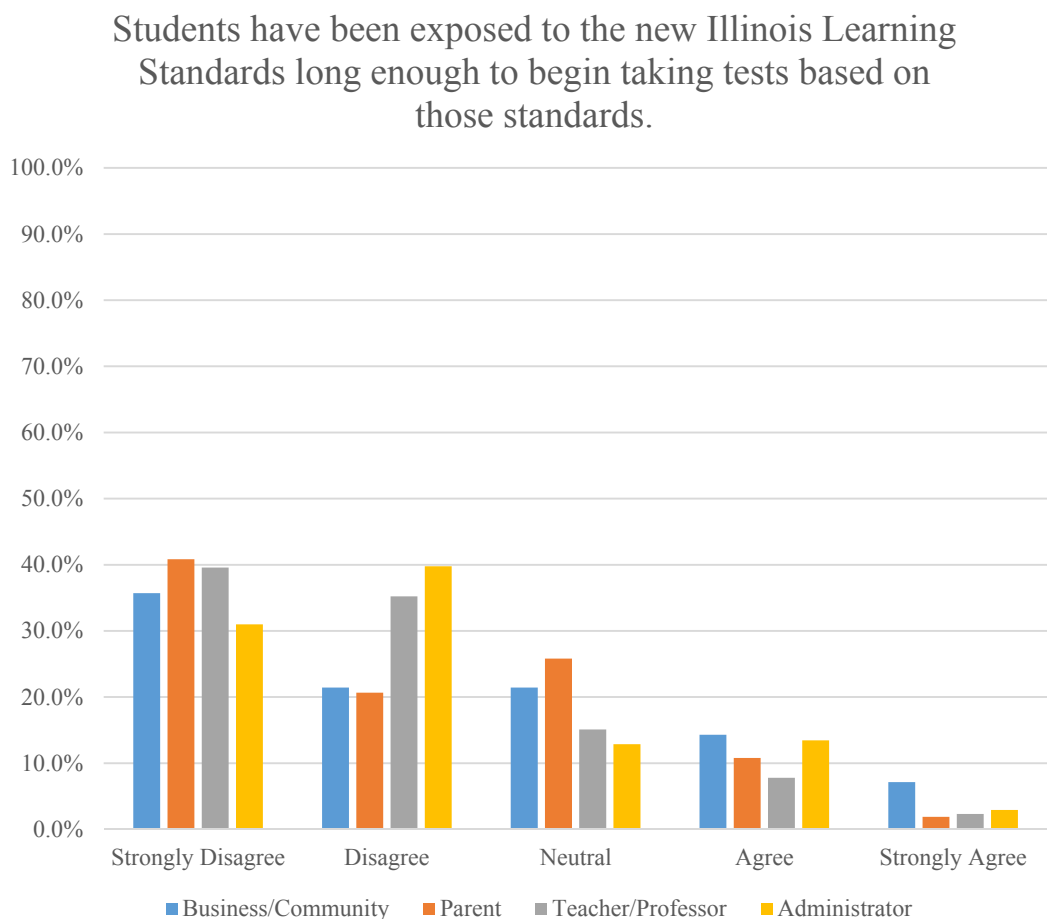
The average parent response is lower than the other groups and statistically significant when compared to the business/community & teacher/professor groups. The average business/community response is higher than the other groups and the differences are statistically significant when compared to the other groups.<sup>30</sup>

<sup>30</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

### III-44 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

		N	Mean	S. D.
Students have been exposed to the new Illinois Learning Standards long enough to begin taking tests based on those standards.	Business/Community	232	2.53	1.06
	Parent	213	2.12	1.12
	Teacher/Professor	1079	1.98	1.03
	Administrator	342	2.18	1.10
	Total	1648	2.04	1.06

Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).

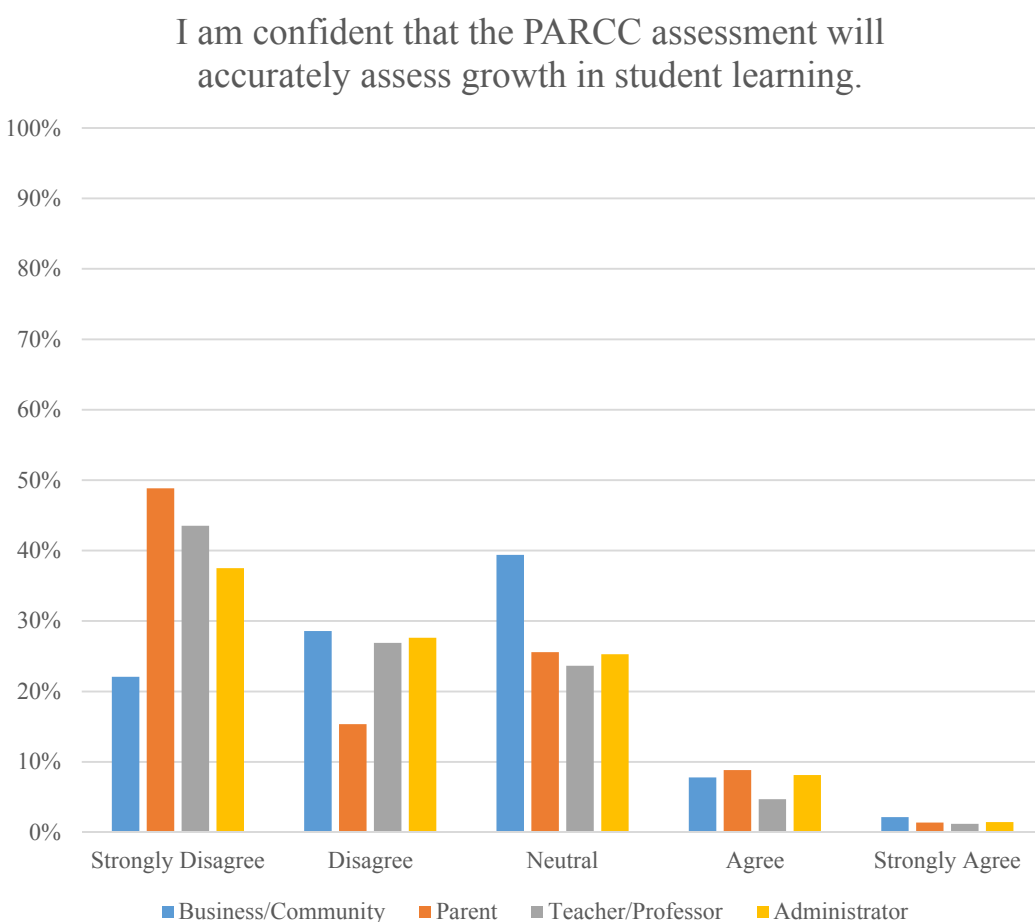


The average administrator response is higher than the average teacher/professor response and the difference is statistically significant. The average business/community response is higher than the other groups and the differences are statistically significant when compared to the other groups.

<sup>31</sup>

<sup>31</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I am confident that the PARCC assessment will accurately assess growth in student learning.	Business/Community	231	2.39	0.99
	Parent	215	1.99	1.11
	Teacher/Professor	1082	1.93	0.98
	Administrator	344	2.08	1.04
	Total	1872	2.02	1.02
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

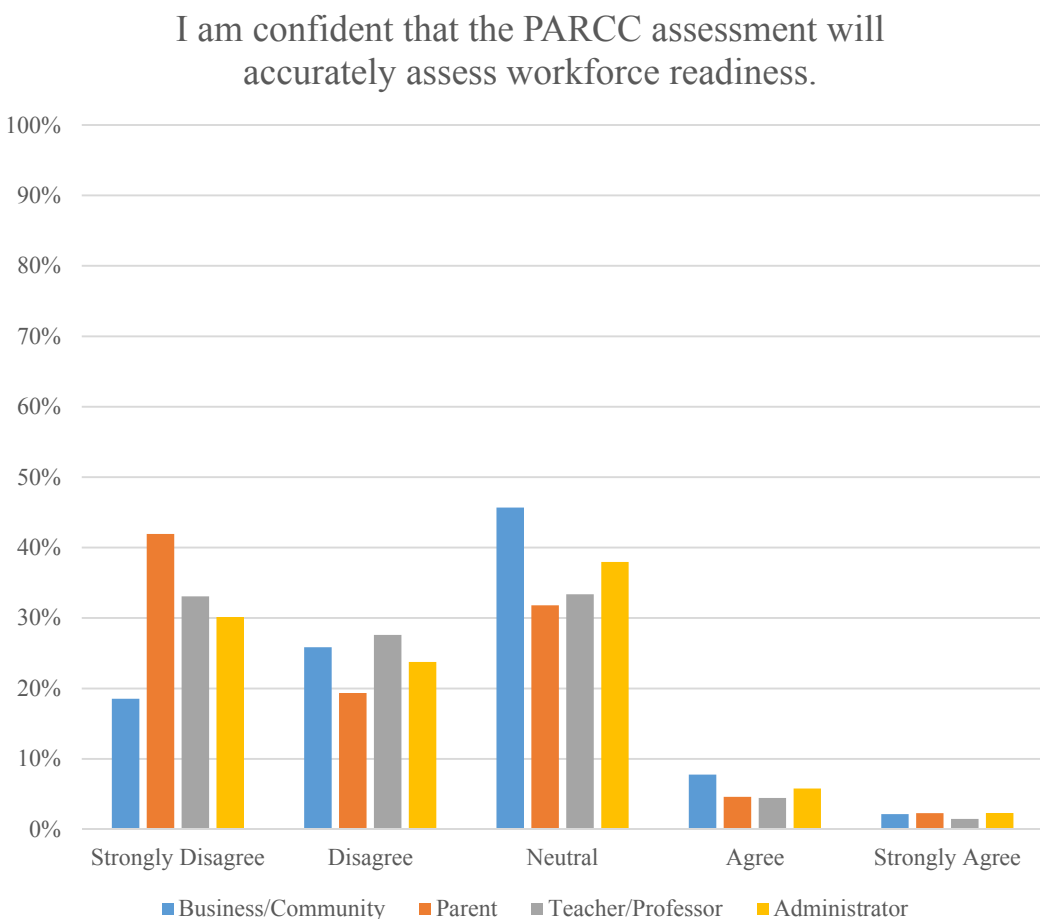


The average business/community response is higher than the other groups and the differences are statistically significant when compared to the other groups.<sup>32</sup>

<sup>32</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I am confident that the PARCC assessment will accurately assess workforce readiness.	Business/Community	232	2.49	0.95
	Parent	217	2.06	1.06
	Teacher/Professor	1076	2.14	0.98
	Administrator	345	2.26	1.03
	Total	1870	2.20	1.00

Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).

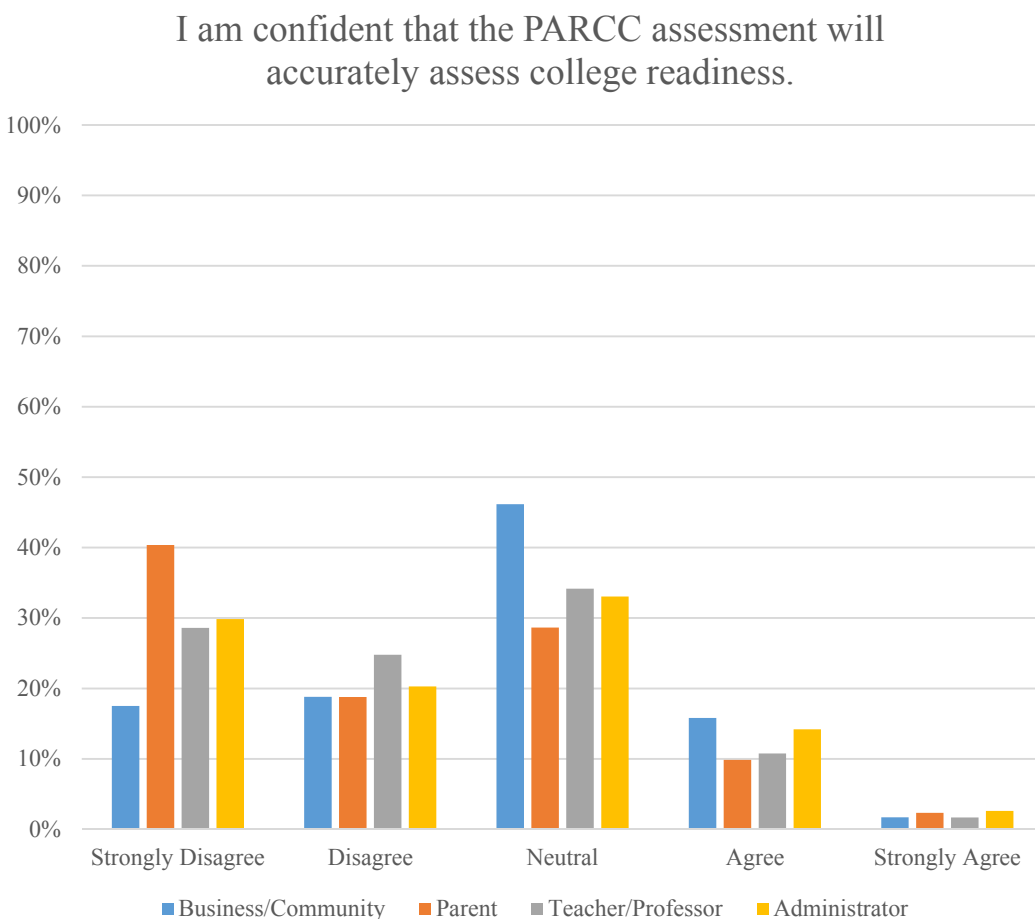


The average business/community response is higher than the other groups and the differences are statistically significant when compared to the other groups.<sup>33</sup>

<sup>33</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.



		N	Mean	S. D.
I am confident that the PARCC assessment will accurately assess college readiness.	Business/Community	234	2.65	1.00
	Parent	213	2.15	1.13
	Teacher/Professor	1077	2.32	1.05
	Administrator	345	2.39	1.13
	Total	1869	2.36	1.08
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



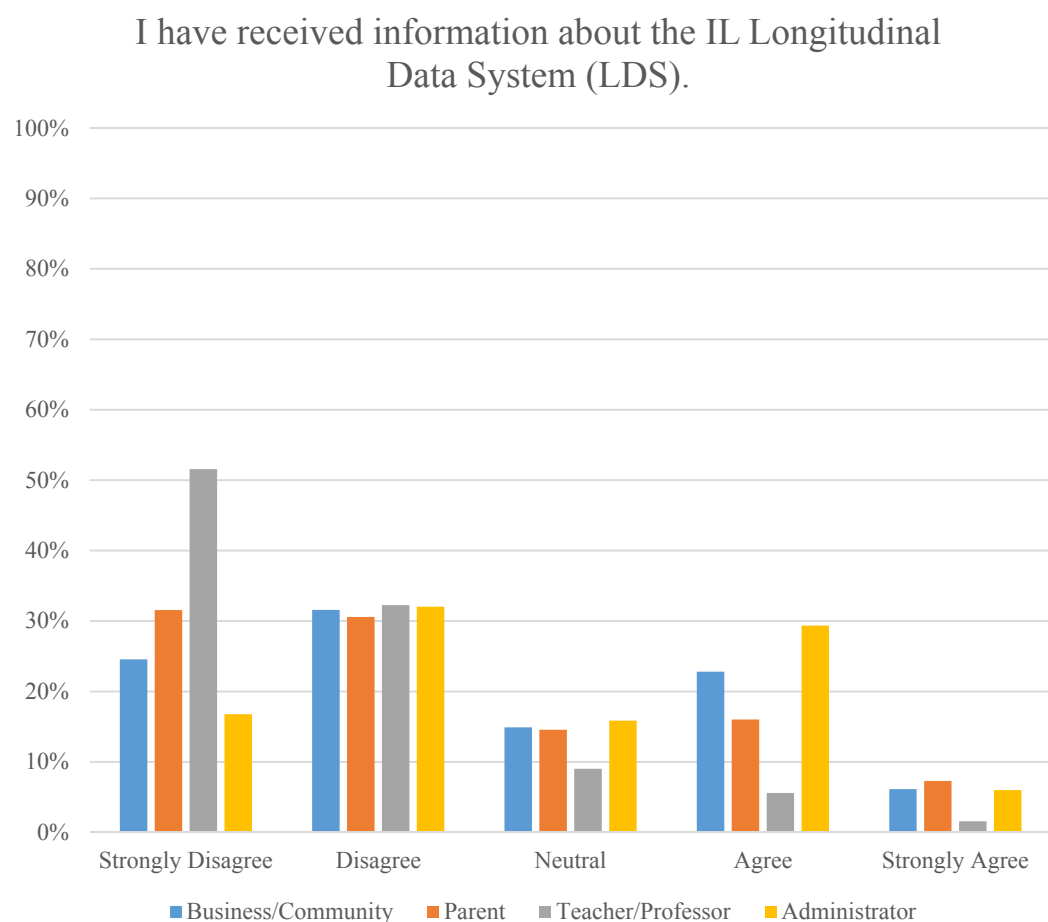
The average administrator response is higher than the average parent response and the difference is statistically significant at the  $p < .05$  level. The average business/community response is higher than the other groups and the differences are statistically significant when compared to the other groups.<sup>34</sup>

## DATA

<sup>34</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I have received information about the IL Longitudinal Data System (LDS).	Business/Community	228	2.54	1.25
	Parent	206	2.37	1.28
	Teacher/Professor	1020	1.73	0.95
	Administrator	334	2.76	1.21
	Total	1788	2.10	1.17

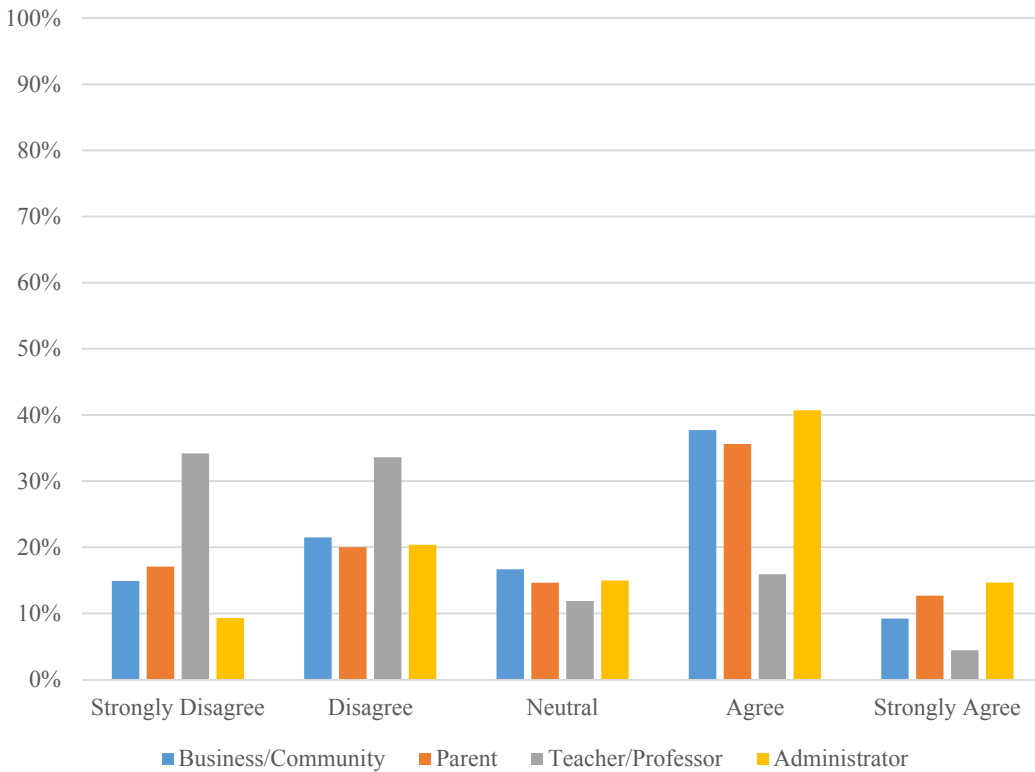
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



The average teacher response is lower than the other three groups and the differences in the means are statistically significant. The average parent response is lower than the administrator response and the difference in the means between the two groups is statistically significant.<sup>35</sup>

<sup>35</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

I am familiar with existing laws and protections in place related to the collection and use of students and teacher information.

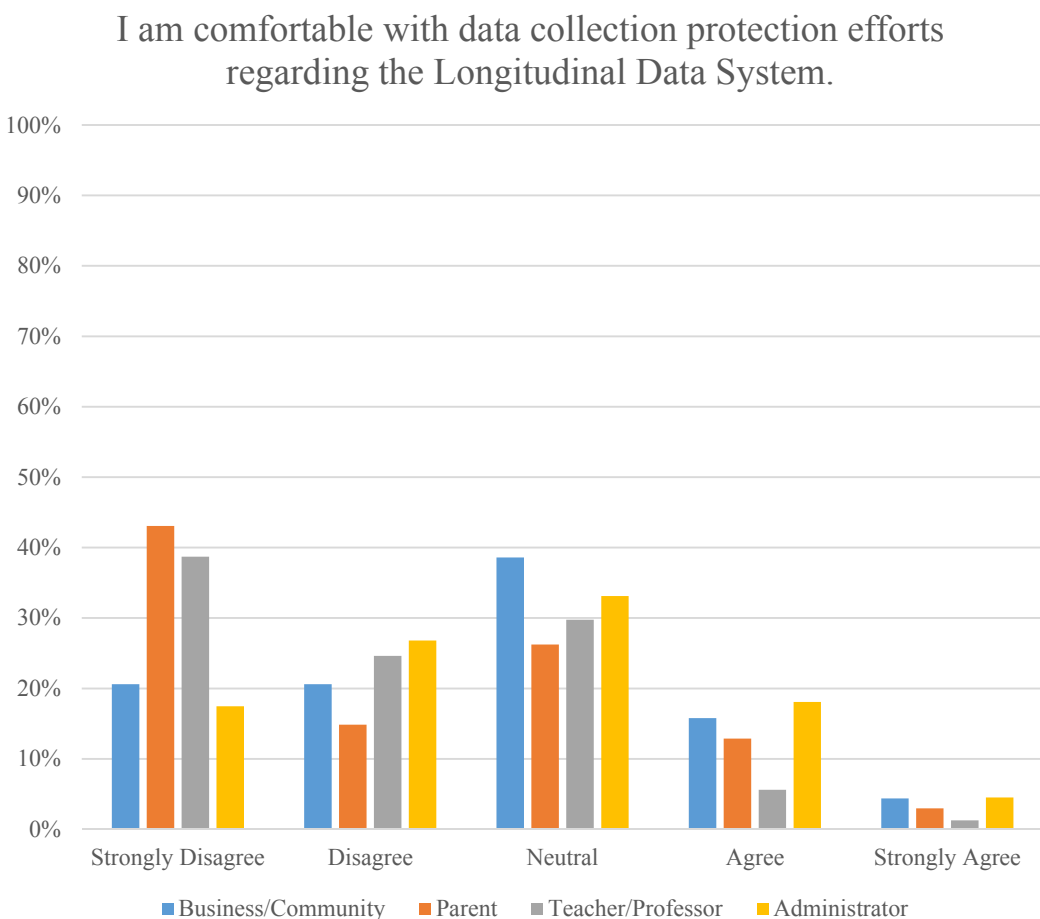


The average teacher response is lower than all the average response from all other groups. The differences in the means between the teacher group and all other groups are statistically significant at the  $p < .001$  level.<sup>36</sup>

<sup>36</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I am comfortable with data collection protection efforts regarding the Longitudinal Data System.	Business/Community	228	2.63	1.11
	Parent	202	2.18	1.20
	Teacher/Professor	1015	2.06	1.01
	Administrator	332	2.65	1.10
	Total	1777	2.26	1.10

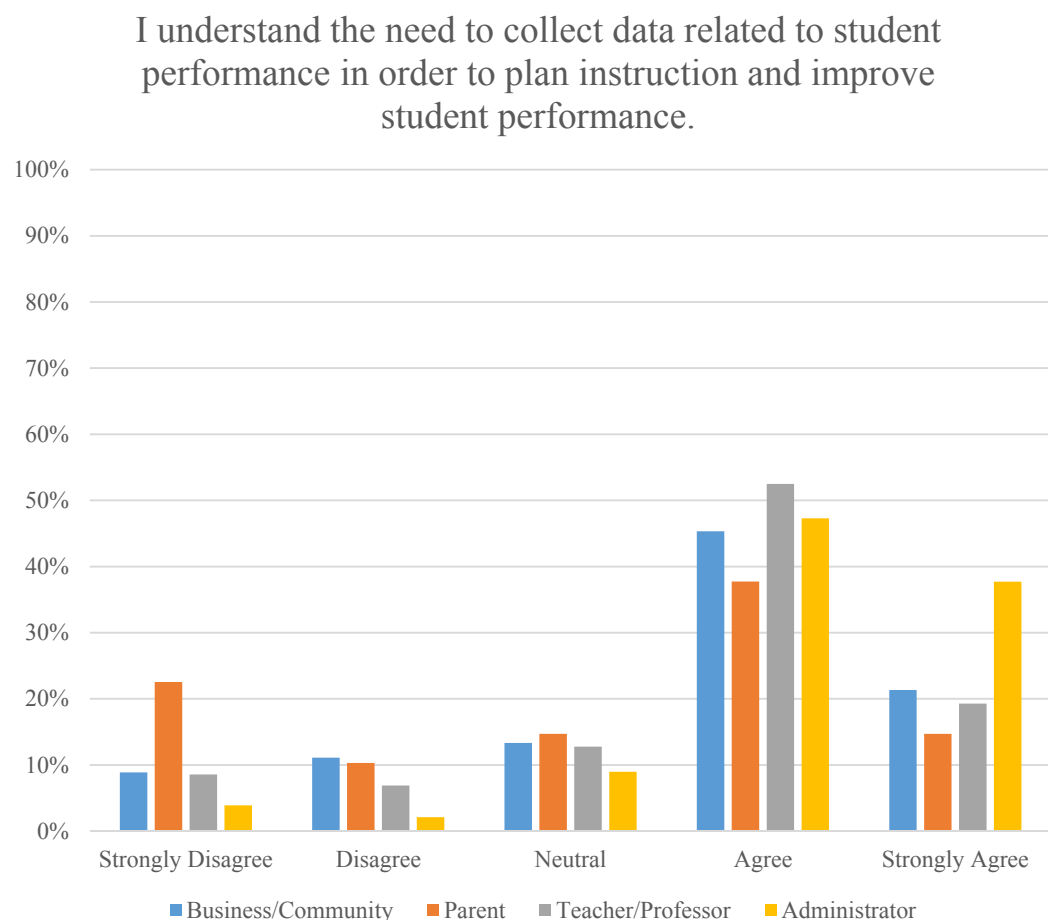
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).



The average administrator and business/community responses are higher than all the average response from all other groups. The differences in the means between the administrator & business/community groups and both the parent & teacher/professor groups are statistically significant at the  $p < .001$  level.<sup>37</sup>

<sup>37</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

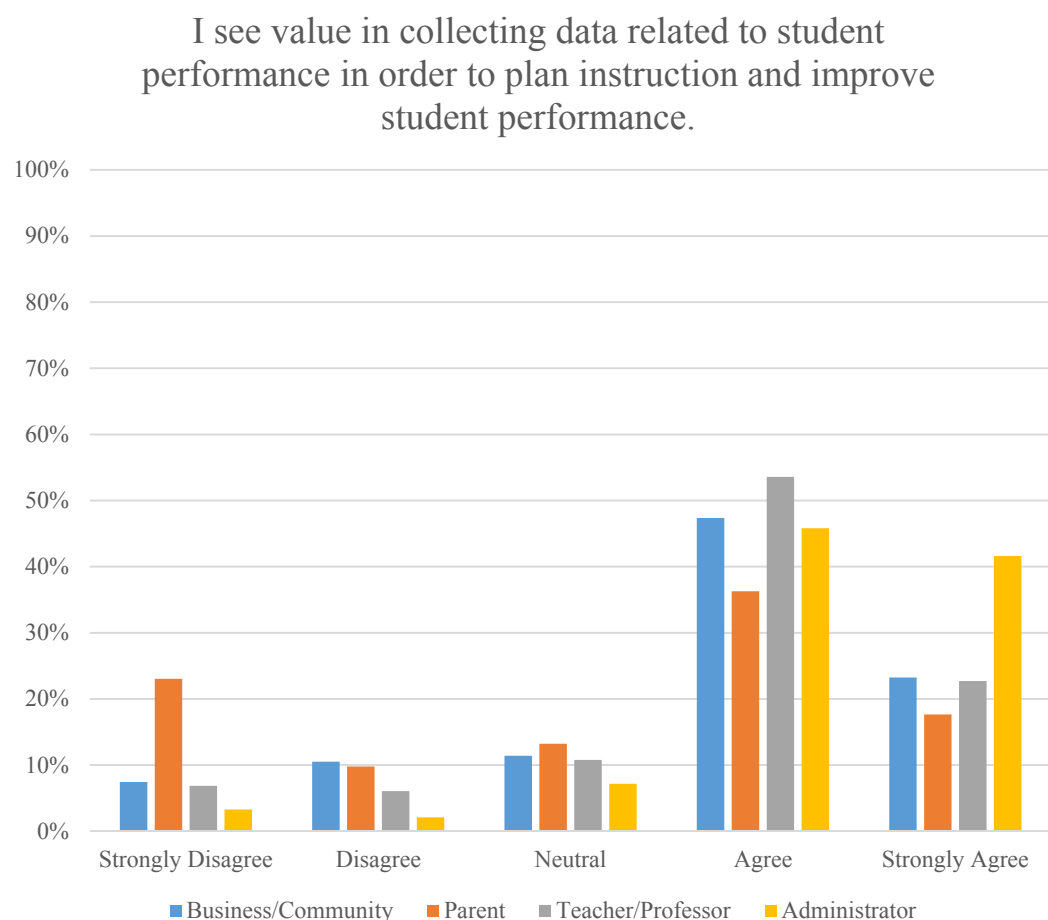
		N	Mean	S. D.
I understand the need to collect data related to student performance in order to plan instruction and improve student performance.	Business/Community	225	3.59	1.20
	Parent	204	3.12	1.40
	Teacher/Professor	1017	3.67	1.12
	Administrator	334	4.13	0.94
	Total	1780	3.38	1.17
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>38</sup>

<sup>38</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

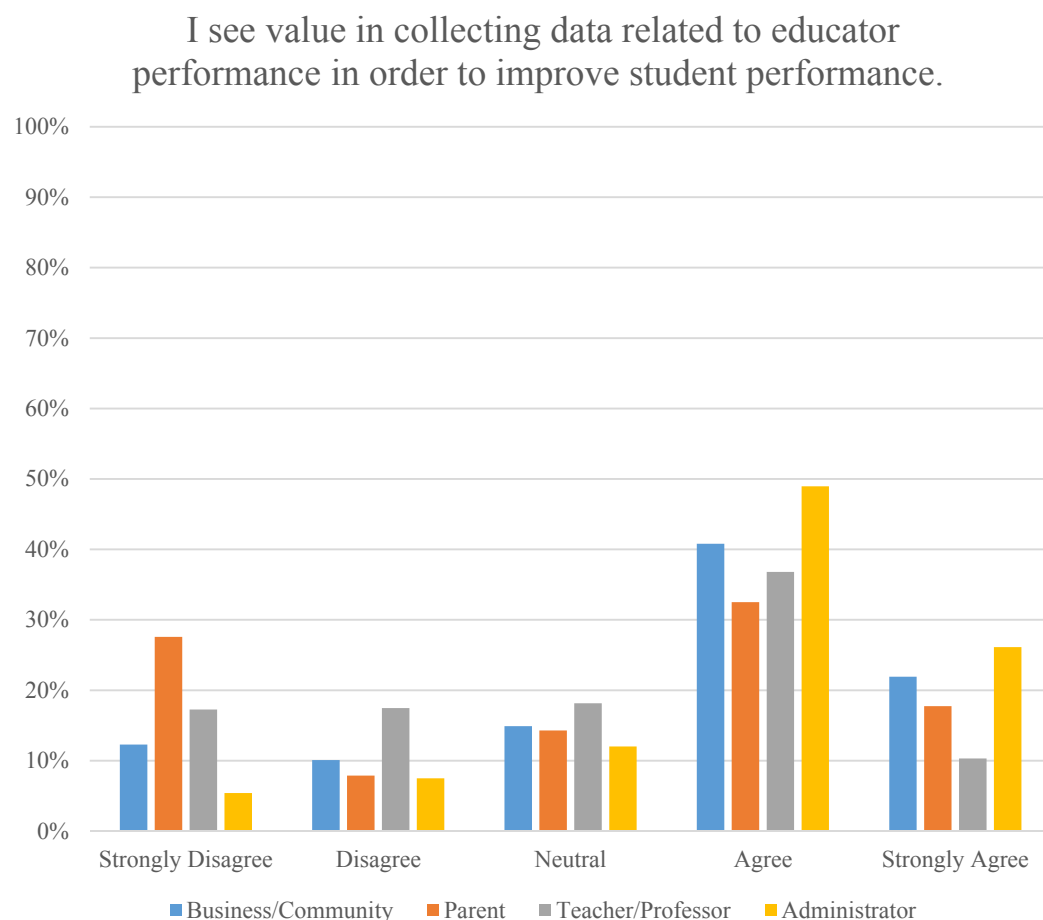
		N	Mean	S. D.
I see value in collecting data related to student performance in order to plan instruction and improve student performance.	Business/Community	228	3.38	1.16
	Parent	204	3.16	1.44
	Teacher/Professor	1021	3.79	1.07
	Administrator	334	4.20	0.91
	Total	1787	3.78	1.14
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>39</sup>

<sup>39</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

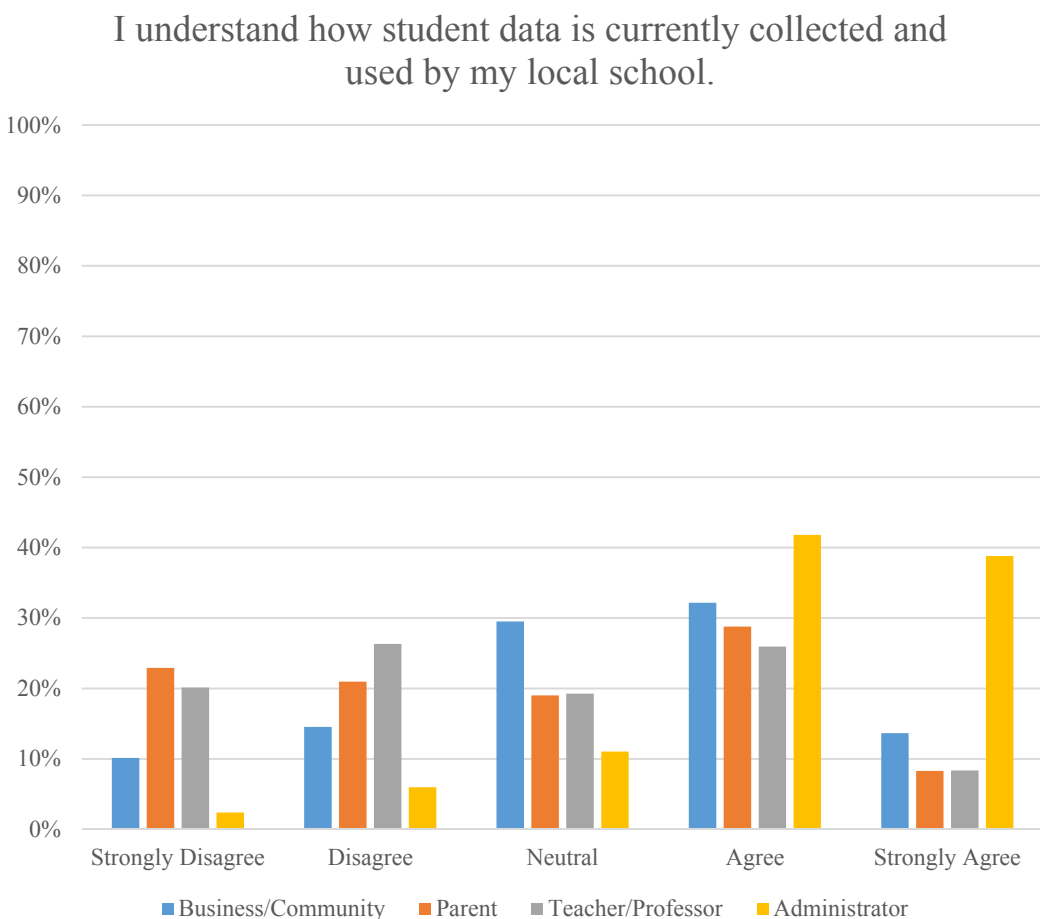
		N	Mean	S. D.
I see value in collecting data related to educator performance in order to improve student performance.	Business/Community	228	3.50	1.28
	Parent	203	3.05	1.49
	Teacher/Professor	1019	3.05	1.28
	Administrator	333	3.83	1.07
	Total	1783	3.256	1.31
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



The average Administrator response was higher than the other three groups and the differences were statistically significant. The average business/community member response was higher than both parents and teacher/professors. The differences in the means between the business/community group and both the parent and teacher/professor group were statistically significant.<sup>40</sup>

<sup>40</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I understand how student data is currently collected and used by my local school.	Business/Community	225	3.45	1.14
	Parent	204	2.84	1.35
	Teacher/Professor	1016	3.14	1.28
	Administrator	333	4.42	0.90
	Total	1778	3.36	1.29
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				



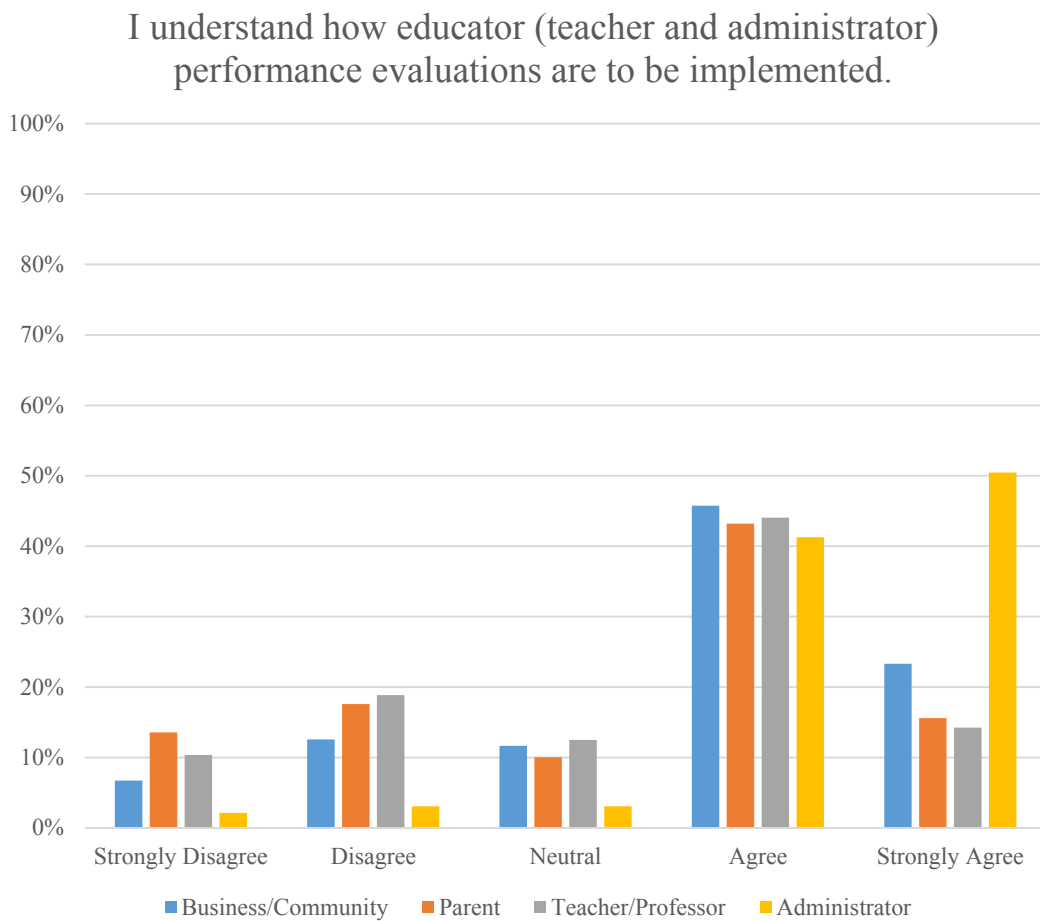
The average Administrator response was higher than the other three groups and the differences were statistically significant. The average business/community member response was higher than both parents and teacher/professors. The differences in the means between the business/community group and both the parent and teacher/professor group were statistically significant.<sup>41</sup>

<sup>41</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.



## EVALUATIONS

		N	Mean	S. D.
I understand how educator (teacher and administrator) performance evaluations are to be implemented.	Business/Community	223	3.66	1.16
	Parent	199	3.30	1.30
	Teacher/Professor	976	3.33	1.23
	Administrator	327	4.35	0.86
	Total	1725	3.56	1.23
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

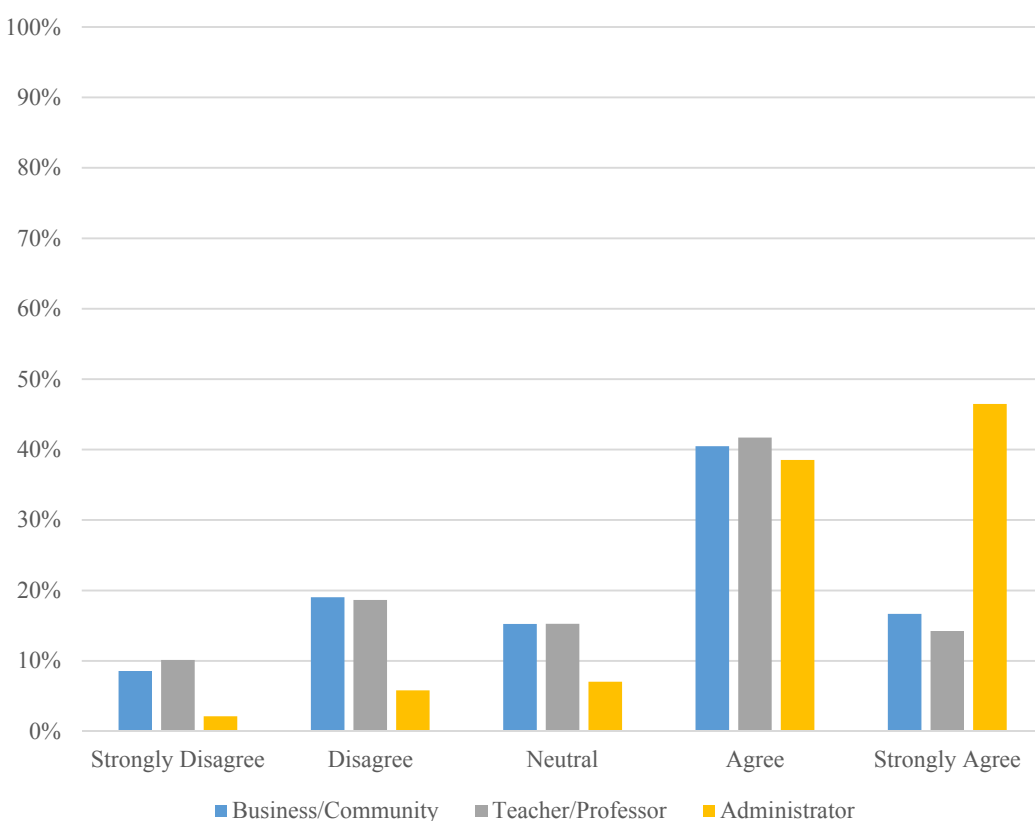


The average Administrator response was higher than the other three groups and the differences were statistically significant. The average business/community member response was higher than both parents and teacher/professors. The differences in the means between the business/community group and both the parent and teacher/professor group were statistically significant.<sup>42</sup>

<sup>42</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I have received guidance on the implementation of performance evaluations.	Business/Community	210	3.38	1.21
	Parent	0	.	.
	Teacher/Professor	976	3.31	1.22
	Administrator	327	4.21	0.96
	Total	1513	3.52	1.22
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

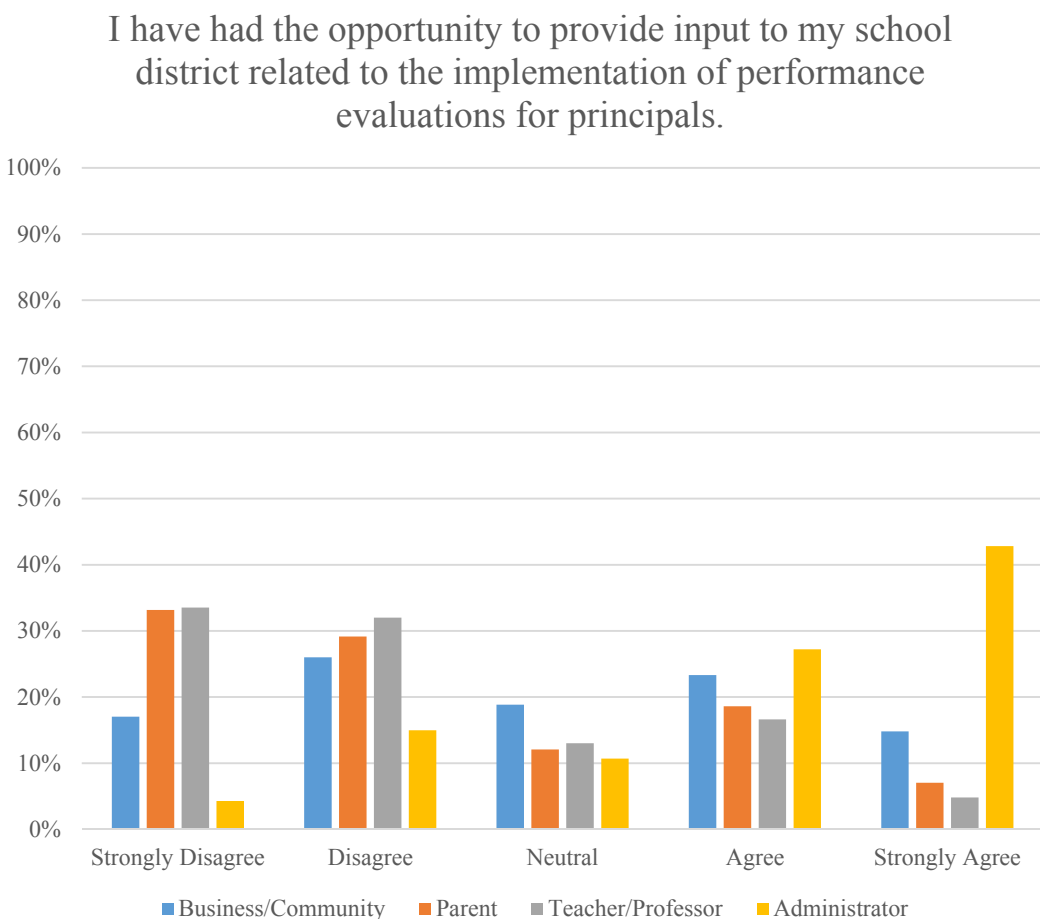
I have received guidance on the implementation of performance evaluations.



The average teacher/professor response is lower than the average administrator response and the difference in the means is statistically significant at the  $p < .001$  level.<sup>43</sup>

<sup>43</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for principals.	Business/Community	223	2.93	1.33
	Parent	199	2.37	1.30
	Teacher/Professor	975	2.27	1.22
	Administrator	327	3.89	1.23
	Total	1724	2.68	1.40
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

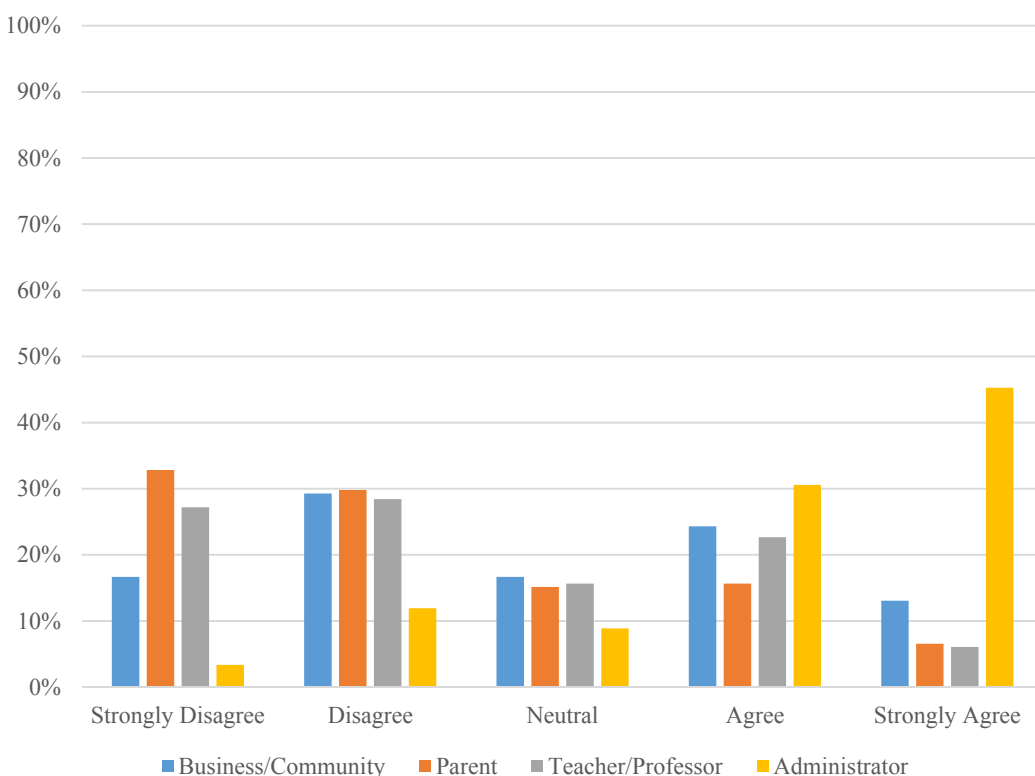


The average Administrator response was higher than the other three groups and the differences were statistically significant. The average business/community member response was higher than both parents and teacher/professors. The differences in the means between the business/community group and both the parent and teacher/professor group were statistically significant.<sup>44</sup>

<sup>44</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.	Business/Community	222	2.88	1.31
	Parent	198	2.33	1.26
	Teacher/Professor	971	2.52	1.27
	Administrator	327	4.02	1.15
	Total	1718	2.83	1.39
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

I have had the opportunity to provide input to my school district related to the implementation of performance evaluations for teachers.



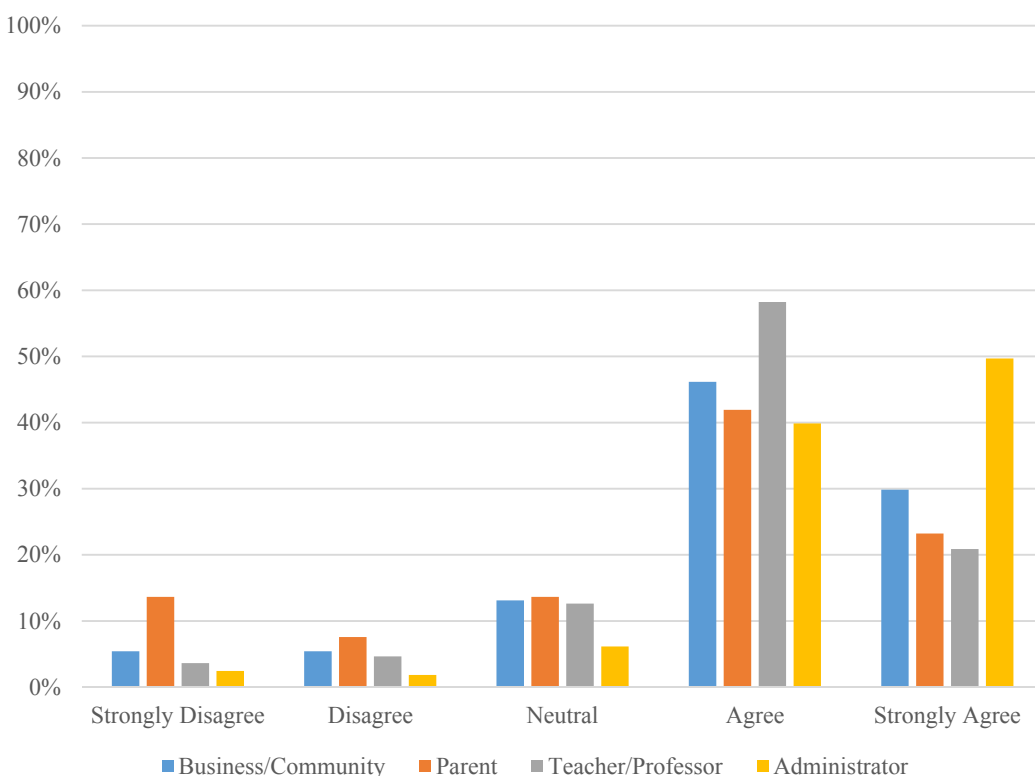
The average Administrator response was higher than the other three groups and the differences were statistically significant. The average business/community member response was higher than both parents and teacher/professors. The differences in the means between the business/community group and both the parent and teacher/professor group were statistically significant.<sup>45</sup>

<sup>45</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
Providing real time feedback on student achievement and growth is important to effectively and efficiently deliver instruction and support services to students.	Business/Community	221	3.90	1.06
	Parent	198	3.54	1.30
	Teacher/Professor	967	3.88	0.91
	Administrator	326	4.33	0.87
	Total	1712	3.93	1.00

Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).

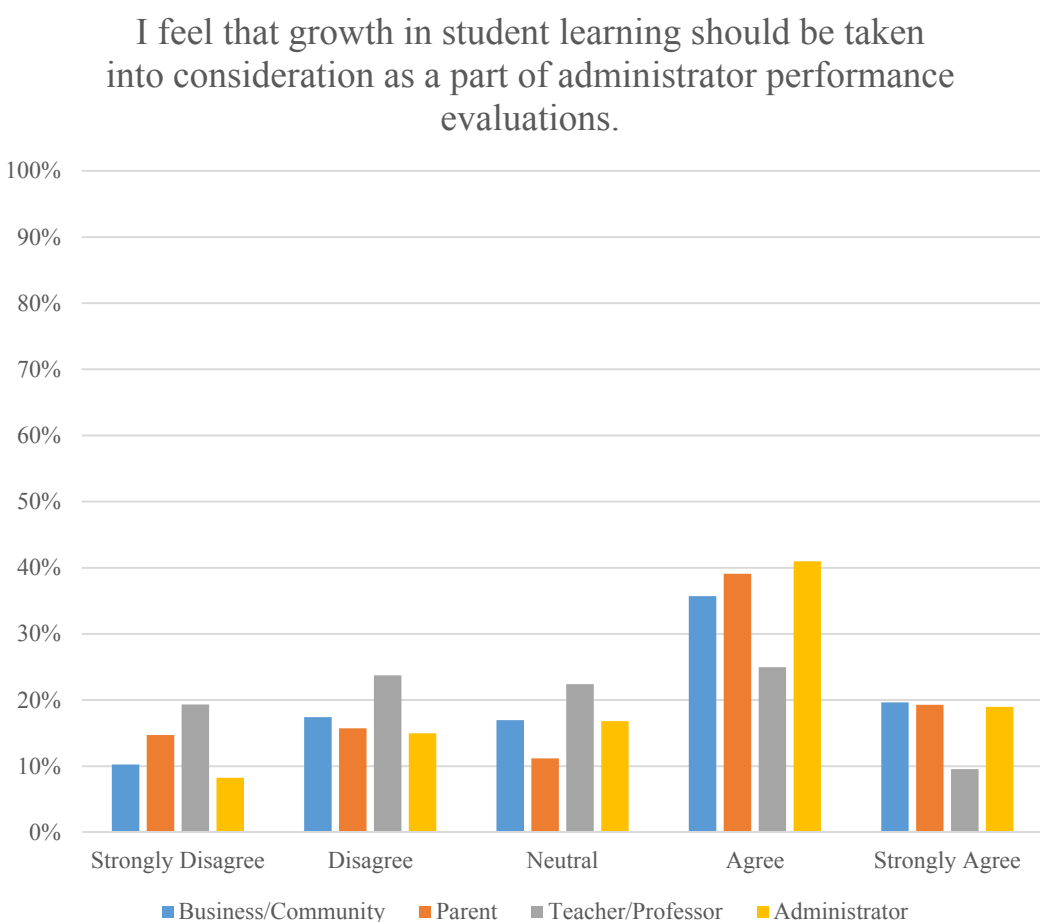
Providing real time feedback on student achievement and growth is important to effectively and efficiently deliver instruction and support services to students.



Business/community and teacher/professor responses were very similar and not significantly different. Parent responses, on average, were lower than the other three groups and the differences were statistically significant. The average Administrator response was higher than the other three groups and the differences were statistically significant.<sup>46</sup>

<sup>46</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I feel that growth in student learning should be taken into consideration as a part of administrator performance evaluations.	Business/Community	224	3.37	1.26
	Parent	197	3.32	1.35
	Teacher/Professor	973	2.82	1.27
	Administrator	327	3.47	1.19
	Total	1721	3.07	1.30
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

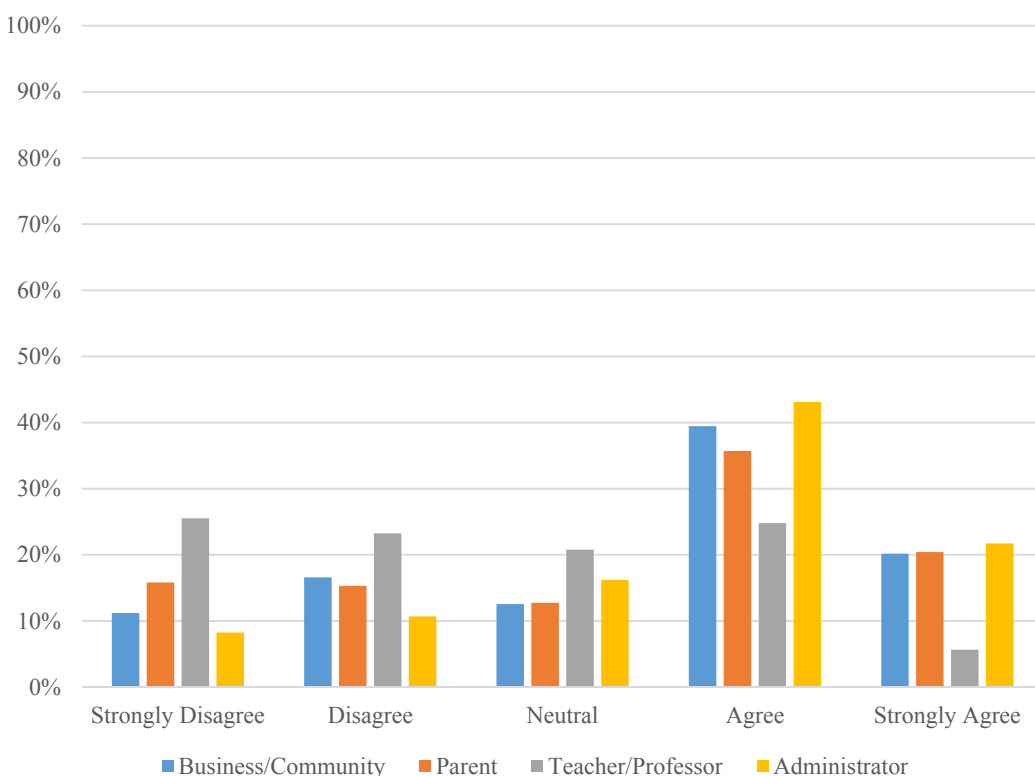


The average teacher/professor response is lower than all the average response from all other groups. The differences in the means between the teacher/professor group and both the parent & administrator groups are statistically significant at the  $p < .001$  level.<sup>47</sup>

<sup>47</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.	Business/Community	223	3.41	1.29
	Parent	196	3.30	1.37
	Teacher/Professor	972	2.62	1.26
	Administrator	327	3.59	1.18
	Total	1718	2.98	1.33
Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).				

I feel that growth in student learning should be taken into consideration as a part of teacher performance evaluations.

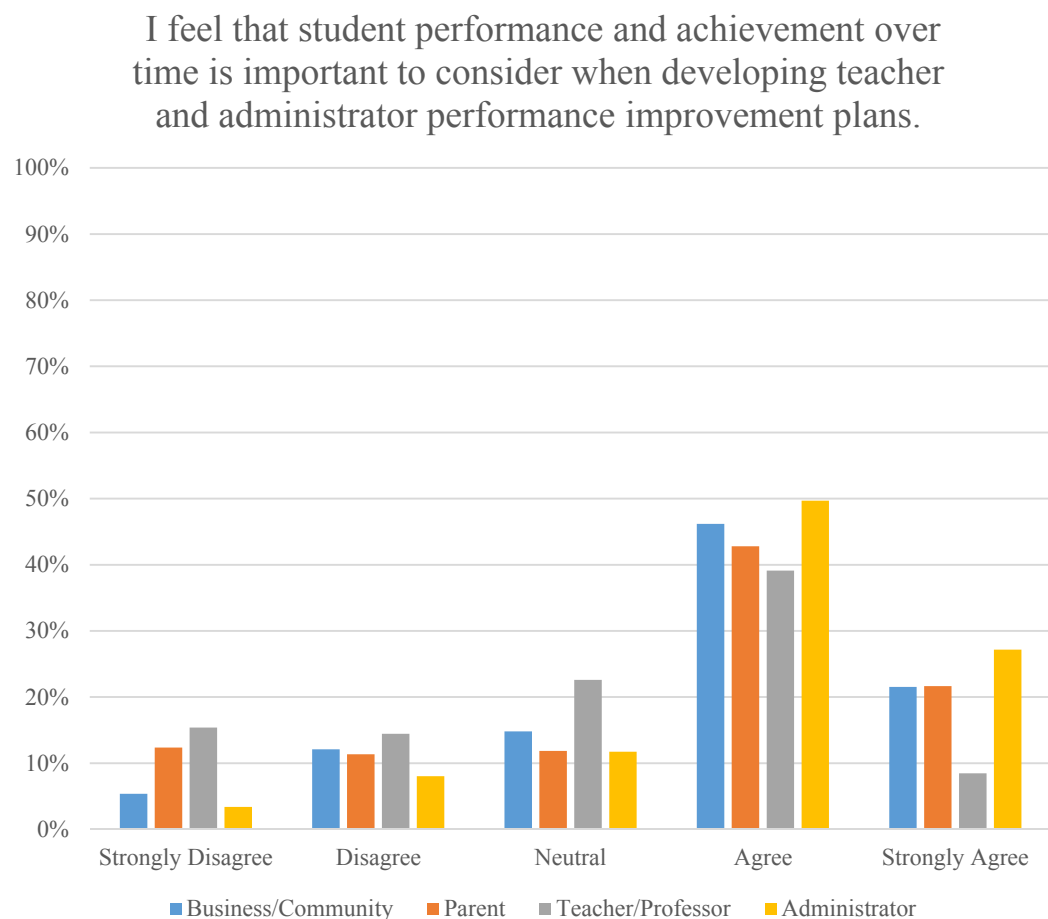


The average teacher/professor response is lower than all the average response from all other groups. The differences in the means between the teacher/professor group and both the parent & administrator groups are statistically significant at the  $p < .001$  level.<sup>48</sup>

<sup>48</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
I feel that student performance and achievement over time is important to consider when developing teacher and administrator performance improvement plans.	Business/Community	223	3.66	1.11
	Parent	194	3.50	1.29
	Teacher/Professor	969	3.11	1.22
	Administrator	324	3.89	1.00
	Total	1710	3.37	1.22

Note: The range for the survey scale is 1 = Strongly Disagree to 5 = Strongly Agree. The mid-point of the scale is 3 (Neutral).

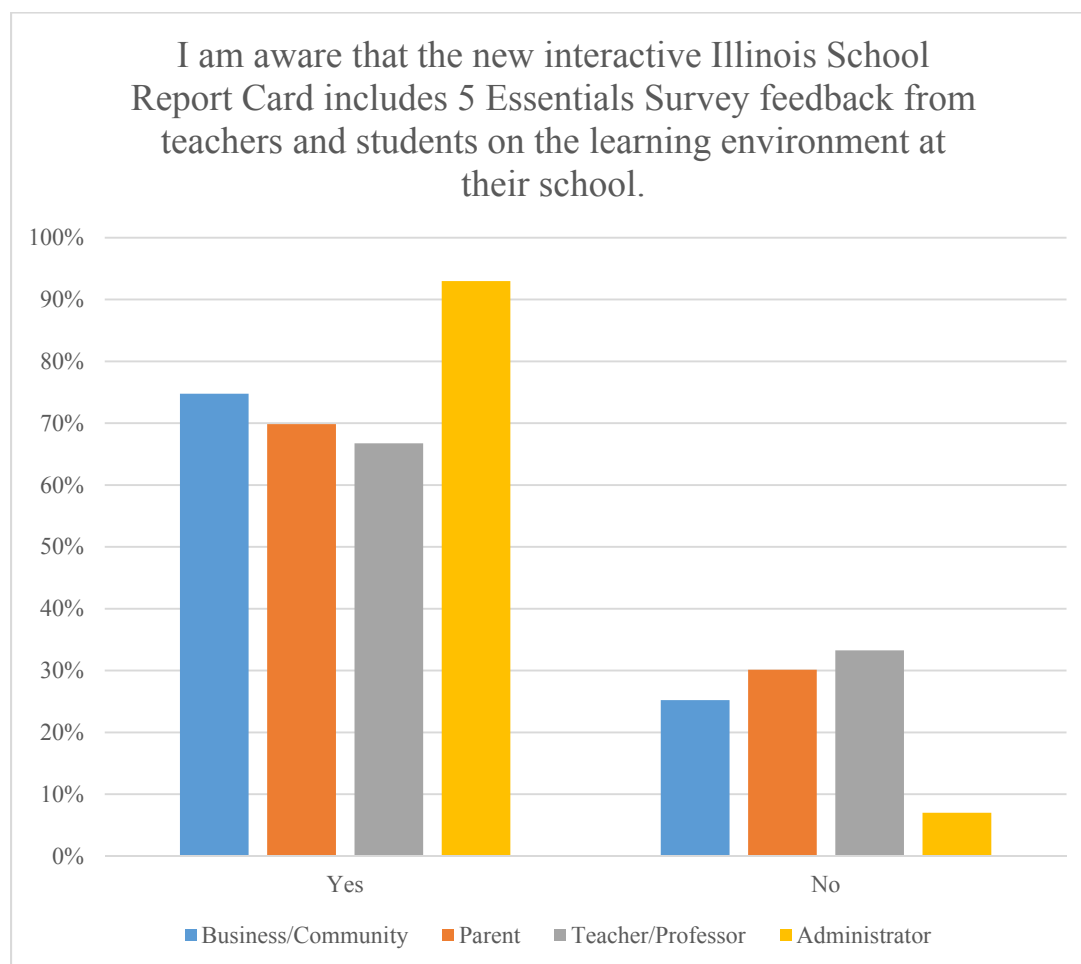


The average teacher/professor response is lower than all the average response from all other groups. The differences in the means between the teacher/professor group and all other groups are statistically significant. The average parent response is lower than the average administrator response and the difference in the means is statistically significant.<sup>49</sup>

<sup>49</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.



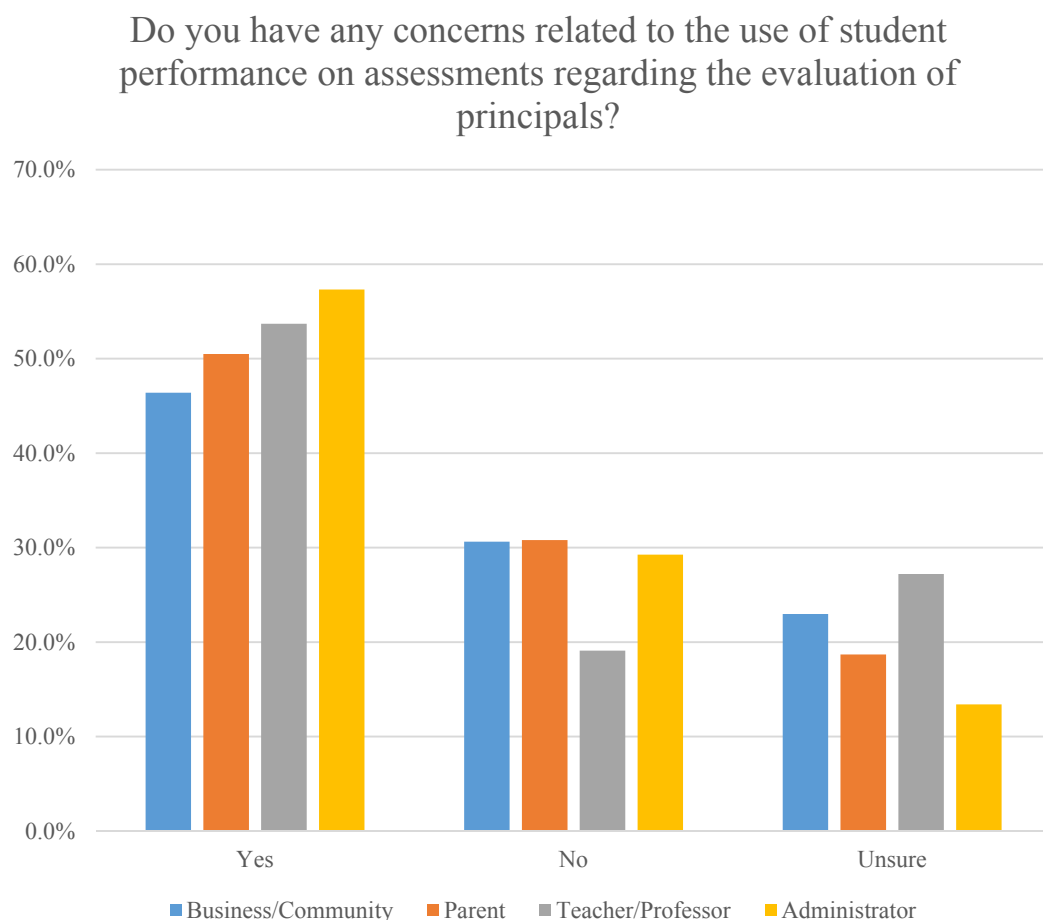
		N	Mean	S. D.
I am aware that the new interactive Illinois School Report Card includes 5 Essentials Survey feedback from teachers and students on the learning environment at their school.	Business/Community	222	0.75	0.44
	Parent	199	0.70	0.46
	Teacher/Professor	977	0.67	0.47
	Administrator	328	0.93	0.26
	Total	1726	0.73	0.44
Note: The range for the survey scale is 1 = No and 2 = Yes. Mean values closer to 1 indicate that the majority of respondents selected No.				



The average administrator response is higher than all the average response from all other groups. The differences in the means between the administrator group and both the parent & teacher/professor groups are statistically significant at the  $p < .001$  level.<sup>50</sup>

<sup>50</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

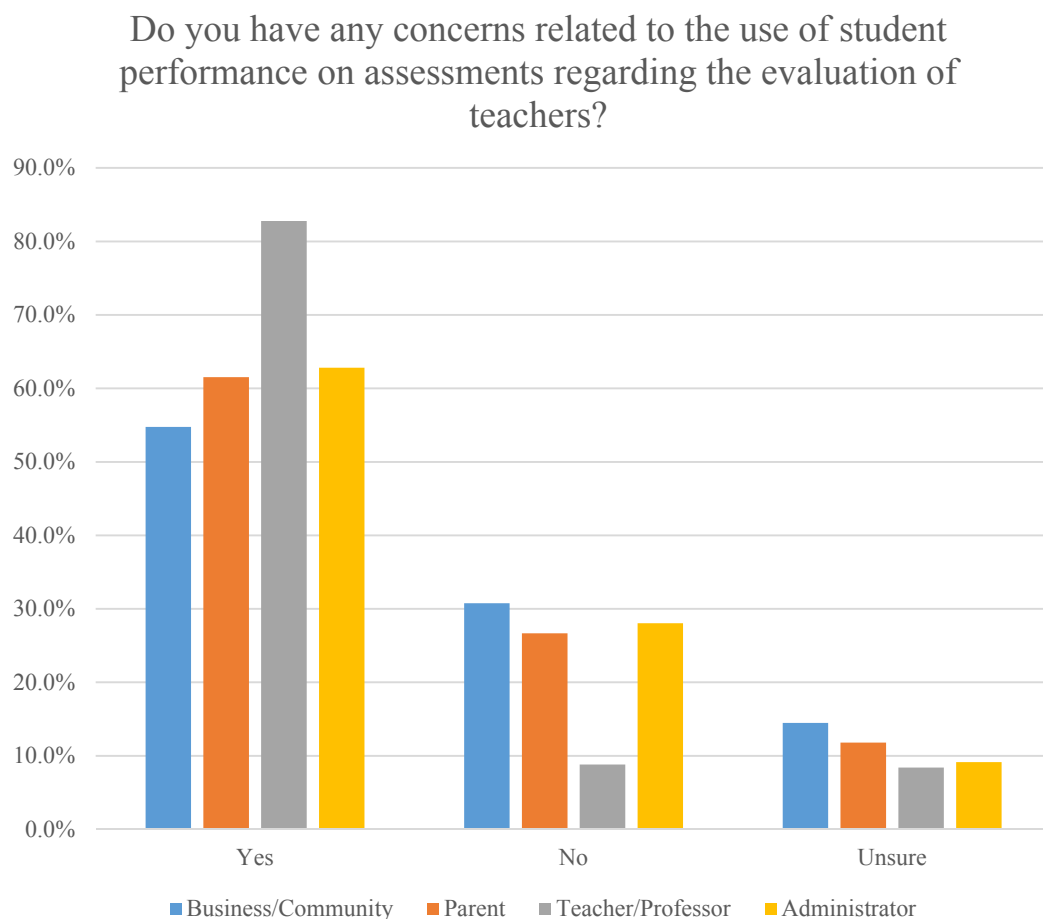
		N	Mean	S. D.
Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?	Business/Community	222	0.16	0.87
	Parent	198	0.20	0.88
	Teacher/Professor	974	0.35	0.78
	Administrator	328	0.28	0.89
	Total	1722	0.29	0.83
Note: The range for the survey scale is (-1) = No to 1 = Yes. The mid-point of the scale is 0 (Unsure).				



A higher percentage of teachers selected 'Yes' in response to the question 'Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?' compared to business/community members. The difference is statistically significant.<sup>51</sup>

<sup>51</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.

		N	Mean	S. D.
Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?	Business/Community	221	0.24	0.90
	Parent	195	0.35	0.87
	Teacher/Professor	976	0.74	0.61
	Administrator	328	0.35	0.89
	Total	1720	0.56	0.77
Note: The range for the survey scale is (-1) = No to 1 = Yes. The mid-point of the scale is 0 (Unsure).				



A higher percentage of teachers selected 'Yes' in response to the question 'Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?' compared to all other groups. The difference in the means between teachers and all other groups is statistically significant.<sup>52</sup>

<sup>52</sup> The homogeneity of variance assumption was violated in this comparison. Thus, the Games-Howell post hoc test was used to compare the between-group means and check for statistical significance.



## **Appendix IV: Summary Analysis of Open-ended Survey Responses**



## APPENDIX IV: SUMMARY ANALYSIS OF OPEN-ENDED SURVEY RESPONSES

### Analysis of Open-Ended Survey Responses by Stakeholder Type

*Prepared for the Implementation Review Committee of the Illinois P-20 Council as part of Statewide Study of Stakeholder Feedback on Key Illinois Education Initiatives<sup>1</sup>*

### METHODOLOGY

A thematic approach was applied to open-ended survey questions. This included three phases.

Phase one consisted of using the survey monkey text analysis tool. This tool searched open-ended responses and highlighted distinguishing words by counting frequency of non-common words.<sup>2</sup>

In Phase two, one researcher reviewed the survey monkey results and pulled relevant themes for each question. Then, a second researcher reviewed themes and assembled results for consensus building and unification.

In Phase three, two researchers searched for open-ended comments to accurately represent each of the main themes from the open-ended questions.

Summary responses below are separated by stakeholder type and question. Frequency counts for types of responses are provided as well.

### PARENTS

- Question 11: In your opinion, what have the greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards been?
  - 178 responses
  - Learning
    - Need more differentiated learning **(9 responses)**
    - Teaching kids what to learn, instead of how to learn **(6 responses)**
    - Doesn't take into account learning needs for students who are ESL, ELL, special needs, or marginalized students in general **(5 responses)**
    - Doesn't promote love of learning - too much focus on preparing for tests **(5 responses)**
  - Communications/Information
    - Lack of communication **(7 responses)**
    - Lack of parent engagement and supports **(7 responses)**
    - Lack of information, understanding among parents **(6 responses)**
  - Students
    - Unrealistic expectations of students **(7 responses)**
    - Inequitable testing of students (some electronic/some paper) **(4 Responses)**
    - Limited options for above average students/ doesn't address needs of ESL or ELL students **(9 responses)**
  - Teachers
    - Too much pressure on teachers **(7 responses)**

<sup>1</sup> PARCC assessment had not yet been administered statewide at the time of the survey.

<sup>2</sup> From SurveyMonkey.com, "We highlight distinguishing words rather than common words – word frequency is not the primary factor. Imagine 100 people said, "I like...". The important word would be what follows rather than showing the phrase "I like" as important or unique."

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- Teachers have no control over curriculum **(3 responses)**
  - Not enough teacher development (too little PD) **(12 responses)**
  - Not enough time for teachers to implement change **(6 responses)**
  - Teacher buy-in/ cooperation **(4 responses)**
  - Not enough funding **(6 responses)**
  - Poor teacher evaluation system **(5 responses)**
- Question 14: Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards? If yes what has been done in order to inform parents and community members?
  - 91 Answers
    - Meetings (district and schools) **(27 responses)**
    - Newsletters **(12 responses)**
    - parent nights **(9 responses)**
    - school websites **(9 responses)**
    - emails **(5 responses)**
- Question 17: The PARCC modifications and accommodations for English Language Learners are sufficient. Please elaborate on your response to the previous question.
  - 120 responses
  - This doesn't affect my child/ Don't know **(48 responses)**
  - No accommodations should be made for ELL students **(7 responses)**
  - Not enough accommodations being made **(34 responses)**
- Question 19: The PARCC modifications and accommodations for special needs students are sufficient. Please elaborate on your response to the previous question.
  - 99 responses
  - This doesn't affect my child/ I am not aware of modifications **(65 responses)**
  - Special needs results shouldn't be lumped with other student results **(16 responses)**
  - Special education students shouldn't be tested **(4 responses)**
- Question 25: I am confident that the PARCC assessment will accurately assess growth in student learning. Please elaborate your response to previous question.
  - 132 responses
  - Concerns about state IT team readiness **(6 responses)**
  - PARCC is a waste of state resources/time **(33 responses)**
  - Standardized testing isn't only way to measure student learning and growth **(58 responses)**
  - Won't know for another few years, need more data on the test **(19 responses)**
  - Concerns about implementation **(10 responses)**
- Question 27: I am confident that the PARCC assessment will accurately assess workforce readiness.
  - 117 responses
  - PARCC not well enough tested to know, will be a few years, need more data **(16 responses)**
  - Test should not be only way to determine readiness **(12 responses)**
  - Workforce readiness is complex and a test cannot capture all areas to be measured **(32 responses)**



- Question 29: I am confident that the PARCC assessment will accurately assess college readiness.
  - 106 responses
  - Not enough data **(18 responses)**
  - College readiness is determined by many other immeasurable factors **(21 responses)**
  - More so than workforce readiness **(3 responses)**
  - Should stick to ACT and SAT to measure college readiness **(9 responses)**
- Question 34: Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals? Please explain your response to the previous question.
  - 104 responses
  - Should recognize factors outside of admin/teacher control **(29 responses)**
  - Shouldn't use this for principals **(11 responses)**
  - Maybe after test has been validated **(4 responses)**
  - Maybe used but only for a small part of the evaluation **(13 responses)**
- Question 36: Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers? Please explain your response to the previous question.
  - 114 responses
  - Doesn't account for SES differences in students **(9 responses)**
  - Too many other factors to use this to evaluate teachers **(31 responses)**
  - Only for part of their evaluation **(21 responses)**

## TEACHERS

- Question 41: The greatest challenge/s, if any, associated with implementation of the new Illinois Learners Standards have been: (check all that apply, comments) **(204 responses)**
  - Concerns related to developmental appropriateness of standards **(14 responses)**
  - Instructional time being crowded out by assessment time or assessment preparation **(8 responses)**
  - Lack of high-quality, well-aligned resources and materials **(13 responses)**
  - Lack of access to sufficient technology **(7 responses)**
  - Need for improved support and understanding from administrators **(5 responses)**
  - Applicability for special needs students **(5 responses)**
- Question 44: Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards?
  - Parent/community meetings **(68 responses)**
  - Newsletters **(26 responses)**
  - Forums **(16 responses)**
  - Parent/family nights **(23 responses)**
  - Handouts **(9 responses)**
  - open houses **(5 responses)**
- Question 55: Please elaborate on your response to Question 54 (I am confident that the PARCC assessment will accurately assess growth in student learning).
  - 578 responses
  - Haven't had chance to see/evaluate assessment **(60 responses)**
  - Standardized tests can't accurately measure student growth and learning **(147 responses)**
  - Assessment is given too early since changing standards **(21 responses)**

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- Not enough time to adjust to new standards and prepare students for assessment (**63 responses**)
  - PARCC is too difficult, will only differentiate high-achieving students (**70 responses**)
  - Students' computer literacy is a concern (**83 responses**)
  - Teachers and students aren't prepared for PARCC (**34 responses**)
- Question 57: Please elaborate on your response to Question 56 (I am confident that the PARCC assessment will accurately assess workforce readiness).
  - 433 responses
  - PARCC cannot assess workforce readiness because it is not a holistic assessment of students (personality, skills, desire to work, etc.) (**106 responses**)
  - Assessment is premature; students have just been exposed to new standards (**53 responses**)
  - Test is biased towards students from more privileged backgrounds who are familiar with computers; format of test can be frustrating and confusing for students (**24 responses**)
  - Questions on assessment aren't related to workforce readiness or knowledge (**27 responses**)
  - See responses for Question 55
- Question 59: Please elaborate on your response to Question 58 (I am confident that the PARCC assessment will accurately assess college readiness).
  - 400 responses
  - Test is very narrow in focus – emphasis on writing and math (**29 responses**)
  - Test cannot assess aspects other than academics for college readiness, such as maturity and motivation (**87 responses**)
  - Don't have enough information to make judgment (**43 responses**)
  - See responses for Questions 55 and 57
- Question 64: Please explain your response to Question 63 (Do you have concerns related to the use of student performance on assessments regarding the evaluation of principals?).
  - 468 responses
  - Student performance varies greatly and too many variables influence testing performance (such as students' lives outside of school) (**116 responses**)
  - Cannot hold administrators accountable for factors outside of their control (**88 responses**)
  - Assessment data is driving too many decisions in schools (**25 responses**)
  - Student performance on assessments should be taken into consideration, but should not be a major consideration (**37 responses**)
- Question 66: Please explain your response to the previous question (Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?).
  - 625 responses
  - Many factors beyond teachers' control that affect student learning/ Students' lives outside of school influence test performance (**about 400 responses**)
  - Teachers' can't be responsible for external influences on test performance (**about 200 responses**)
  - Too much pressure on teachers (**about 130 responses**)
  - Encourages teachers to focus teaching on tests; this is not how we want to motivate teachers (**about 120 responses**)
  - Research has shown value added modeling (VAM) isn't reliable indicator of teacher's performance (**about 70 responses**)

**ADMINISTRATORS**

- Question 68: **(40 responses)**
  - Concerns related to implementation of assessment **(6 responses)**
  - Access to technology **(3 responses)**
  - Training and engagement of parents **(3 responses)**
  - Challenge associated with implementing multiple initiatives at one time **(4 responses)**
- Question 71: Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards? If yes, what specifically has been done in order to inform parents and community members?
  - Newsletters **(37 responses)**
  - information nights, forums, open house, town hall meeting, parent meetings, board meetings **(68 responses)**
  - parent teacher conferences **(12 responses)**
  - newspaper articles **(5 responses)**
  - website resources, email and social media **(39 responses)**
- Question 74: Please elaborate on your response to Question 73 (The PARCC modifications and accommodations for English Language Learners are sufficient).
  - 154 responses
  - Not enough information to make informed judgment **(58 responses)**
  - Language of assessment beyond language proficiency of most ELL students **(37 responses)**
- Question 76: Please elaborate on your response to Question 74 (The PARCC modifications and accommodations for special needs students are sufficient).
  - 151 responses
  - Not enough information to make sound judgment – wait for first test to be administered **(about 50 responses)**
  - See responses for question 74
- Question 82: Please elaborate on your response to Question 81 (I am confident that the PARCC assessment will accurately assess growth in student learning).
  - 216 responses
  - It will take time to adapt to standards – PARCC will only accurately growth in student learning when students have been exposed to Common Core Learning Standards for multiple years **(about 82 responses)**
  - No specific information yet regarding PARCC **(about 43 responses)**
  - Students are over-tested **(about 40 responses)**
  - No confidence in test – test hasn’t been proven valid and reliable **(about 27 responses)**
  - No data or research about assessment’s ability to assess growth
- Question 84: Please elaborate on your response to Question 83 (I am confident that the PARCC assessment will accurately assess workforce readiness).
  - 160 responses
  - Not enough information about test – withholding judgment until getting results **(54 responses)**
  - Workforce readiness cannot be assessed through a test **(68 responses)**

#### IV-6 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

- Question 86: Please elaborate on your response to Question 85 (I am confident that the PARCC assessment will accurately assess college readiness).
  - 164 responses
  - Not enough information to assess (**about 70 responses**)
  - Too early to assess college readiness – in a few years, it is more likely to accurately assess college readiness (**about 35 responses**)
  - No data about PARCC's ability to assess college readiness (**about 34 responses**)
- Question 91: Please explain your response to Question 90 (Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?).
  - 194 responses
  - Negative impact on school environment – high stakes testing valued over efforts to create supportive work environments (**about 30 responses**)
  - Student population changes year to year (**about 15 responses**)
  - No accountability for students (**about 20 responses**)
  - Difficult to have administrator directly tied to student academic growth (**about 45 responses**)
  - Difference in students' social backgrounds in different districts – unfair to hold all principals to the same standard (**about 25 responses**)
- Question 93: Please explain your response to Question 92 (Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?).
  - 194 responses
  - Too many variables on test day to evaluate growth of students (**about 65 responses**)
  - Accountability for student performance shouldn't be placed on single teacher (**about 25 responses**)
  - No accountability for students – they have no incentive to take tests seriously (**about 20 responses**)
  - Teachers affect student growth in ways that aren't assessed on tests (**about 24 responses**)
  - Lack of research supporting hypothesis that student performance measures are reliable and valid in principal and teacher evaluations (**about 15 responses**)
  - **See responses to Question 91**

#### BUSINESS

- Question 98: Have parents and community members in your community had the opportunity to become knowledgeable regarding the new Illinois Learning Standards? If yes, what specifically has been done in order to inform parents and community members?
  - Outreach, informational letters, board meetings, community meetings, newspaper articles, parent teacher conference (**about 5**)
- Question 105: Please elaborate on your response to Question 104 (I am confident that the PARCC assessment will accurately assess growth in student learning).
  - Not enough information to make judgment (**about 2**)
  - PARCC is too new to make judgment (**about 3**)
- Question 107: Please elaborate on your response to Question 106 (I am confident that the PARCC assessment will accurately assess workforce readiness).
  - Waiting for first results to see – no one knows yet (**about 1**)
  - Test may measure student efficacy in computer based tasks (**about 1**)
  - Don't believe PARCC will assess workforce readiness better than Work Keys (**about 1**)

- Question 109: Please elaborate on your response to Question 108 (I am confident that the PARCC assessment will accurately assess college readiness.)
  - No one knows – tests aren’t ready yet (**about 1**)
  - Social and emotional portion better measure of success than high achievement (**about 1**)
  - Accurate for districts with access to technology for students (**about 1**)
- Question 114: Please explain your response to Question 113 (Do you have any concerns related to the use of student performance assessments regarding the evaluation of principals?)
  - Impossible to know who to attribute student growth to (**about 3**)
  - Principals shouldn’t be responsible for student performance because many different types of students and learning styles (**about 1**)
- Question 116: Please explain your response to Question 115 (Do you have any concerns related to the use of student performance assessments regarding the evaluation of teachers?)
  - Unfair to evaluate teacher based on student performance (**about 3**)
  - Teachers should teach to student needs and not test material (**about 1**)
  - Sets up accountability for teachers (**about 1**)

## COMMUNITY MEMBERS

- Question 118: In your opinion, what have the greatest challenges, if any, associated with implementation of the new Illinois Learners Standards been?
  - 173 responses
  - Lack of information conveyed to parents and community (**about 20**)
  - Shortage of funding, resources, and time (**about 33**)
  - Lack of teacher professional development and training to implement standards (**about 22**)
  - Restrict creativity and freedom of teachers to teach and students to learn (**about 13**)
  - Lack of public support for new standards (**about 9**)
- Question 121: What has been done in order to inform parents and community members about new Illinois Learning Standards?
  - Parent meetings, school, district, community, board meetings, public, sessions, articles, conferences, letters, open houses, parent forums, parent nights, public forums, PTA, media (**about 67**)
- Question 128: Please elaborate on your response to Question 127 (I am confident that the PARCC assessment will accurately assess growth in student learning.)
  - 151 responses
  - Too soon to tell – tests take several years before they’re useful assessment tools (**about 29**)
  - Testing does not assess student growth accurately (**about 28**)
  - Implementation of PARCC has been rushed ( **about 4**)
  - Not enough information about PARCC (**about 11**)
- Question 130: Please elaborate on your response to Question 129 (I am confident that the PARCC assessment will accurately assess workforce readiness.)
  - 127 responses
  - Many workforce skills that tests can’t measure (attitude, timeliness, persistence, **about 30**)
  - Don’t have enough information (**about 29**)

#### IV–8 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

- Students will not take test seriously (**about 3**)
- Question 132: Please elaborate on your response to Question 131 (I am confident that the PARCC assessment will accurately assess college readiness.)
  - 114 responses
  - Remains to be seen – several years of data needed (**about 17**)
  - ACT and SAT are proven indicators and have years of data (**about 7**)
  - No confidence that PARCC will assess anything (**about 34**)
- Question 137: Please explain your response to Question 136 (Do you have any concerns related to the use of student performance on assessments regarding the evaluation of principals?)
  - 115 responses
  - Student test performance affected by several factors outside of school (**about 32**)
  - Holds principals and teachers accountable (**about 15**)
  - Won't be an accurate assessment of principal evaluation (**about 18**)
  - Administrators aren't in classrooms interacting with students (**about 10**)
- Question 139: Please explain your response to Question 138 (Do you have any concerns related to the use of student performance on assessments regarding the evaluation of teachers?)
  - 123 responses
  - Teacher cannot control home life of students in classroom (**about 15**)
  - Students may purposefully perform poorly to retaliate against teacher ( **about 8**)

## **Appendix V: Focus Group Protocol**





## APPENDIX V: FOCUS GROUP PROTOCOL

### IRC Focus Group Protocol<sup>1</sup>

#### Implementation of the Illinois Learning Standards (ILS)

*The new Illinois Learning Standards (ILS) were adopted by the Illinois State Board of Education (ISBE) in 2010. Schools have been engaged in the ongoing process of implementing these standards for grades K-12 since this time. The ILS define what Illinois public school students should know and be able to do in the seven core areas as a result of their elementary and secondary schooling but not how it should be taught. New standards are internationally benchmarked and aligned to college and career readiness expectations in the 21<sup>st</sup> century economy.*

- 1) Tell us a little bit about your understanding of the ILS.
  - a. How and in what ways were you informed or did you inform yourself about the ILS?
  - b. In what ways do you access information about the ILS?
- 2) What are your thoughts about the implementation of the ILS within your school district/ school?

#### Statewide Student Assessments

*Illinois is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Consortium, a nationwide coalition of states developing and implementing a student assessment system aligned to the knowledge and skills needed in college and the workforce. PARCC is a web-based student assessment taking the place of the current statewide student assessment, the IL Student Achievement Test (ISAT). PARCC includes modifications and accommodations for students with special needs as well as English Learners. Illinois piloted the new assessment during the 2013-14 school year. PARCC is scheduled for statewide implementation in the 2014-15 school year.*

- 3) Are you familiar with the PARCC? What do you know or have you heard about its implementation?
- 4) What are your thoughts about PARCC's ability to assess workforce and college readiness?
- 5) Are you familiar with the testing accommodations in place for English Language Learners (ELL) and special needs students?
  - a. What are your thoughts about these accommodations?

#### Collection and Use of Student and Teacher Information

*In 2009, the Illinois General Assembly passed the Illinois P-20 Education Longitudinal Data System Act calling for the developing of a statewide longitudinal data system (LDS) which includes information about students and teachers. The system, when fully deployed, will provide data to help to track the outcomes of Illinois students as they progress from pre-K through postsecondary education, and as they enter the workforce. The LDS will provide data about trends in student progress and programs that lawmakers and educators can use to inform their decisions about education policies and instruction.*

---

<sup>1</sup> Questions listed represent core set of standard questions posed to each group. Additional questions were asked depending on stakeholder type and as follow ups based on nature of the conversation.

- 6) How is student data currently collected and used at your school?
  - a. What are your opinions about this process?
- 7) How is educator data currently collected and used by your school?
  - a. What are your opinions about this process?

**Educator Performance Evaluations**

*In 2010, Illinois signed into law the Performance Evaluation Reform Act (PERA), redesigning teacher and administrator performance evaluations. Districts began phasing in new evaluation systems in fall 2012, and by fall 2016, all districts are to have a new system in place. Under the new system, evaluators must be trained to conduct evaluations and school districts must develop evaluations that take into account students' progress as a factor in the evaluation among other performance measures.*

- 8) What is your understanding of how educator (teacher and administrator) evaluations are to be implemented in your district?
- 9) Do you have any concerns related to the use of student growth (performance over time) as part of the evaluation of teachers and principals?

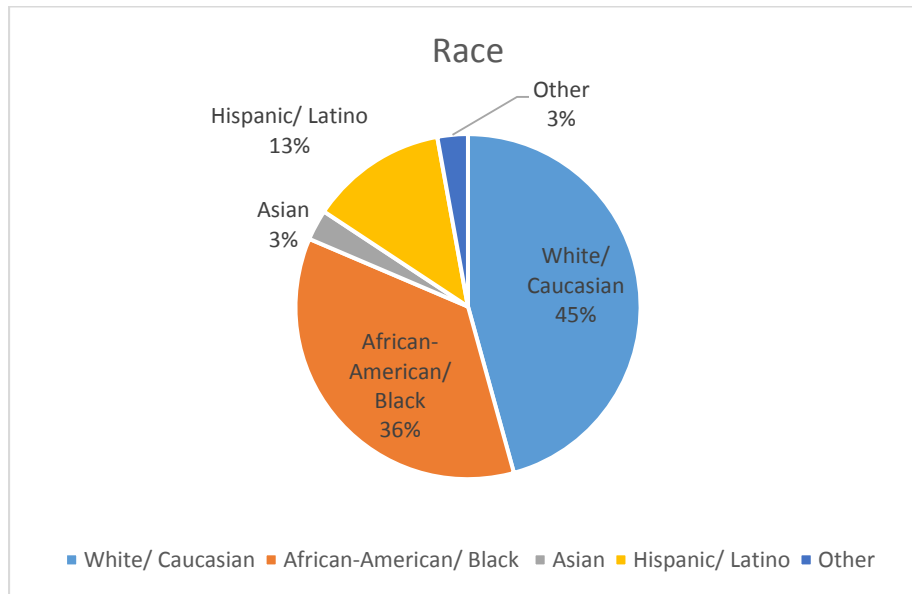
## **Appendix VI: Demographics of Focus Group Participants**



## APPENDIX VI: DEMOGRAPHICS OF FOCUS GROUP PARTICIPANTS

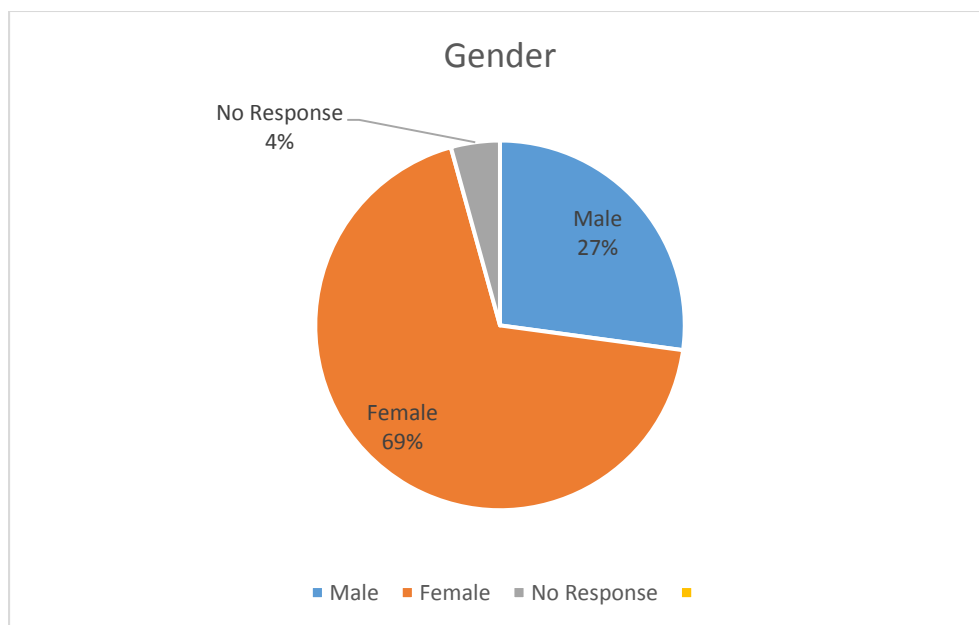
### P20 Implementation Council Focus Group Demographic Information (N= 70)

Race	N	Percent
White/ Caucasian	32	45.7
African American/ Black	25	35.6
Asian	2	2.9
Hispanic/ Latino	9	12.8
Missing/No Response	2	2.9
Total	70	100

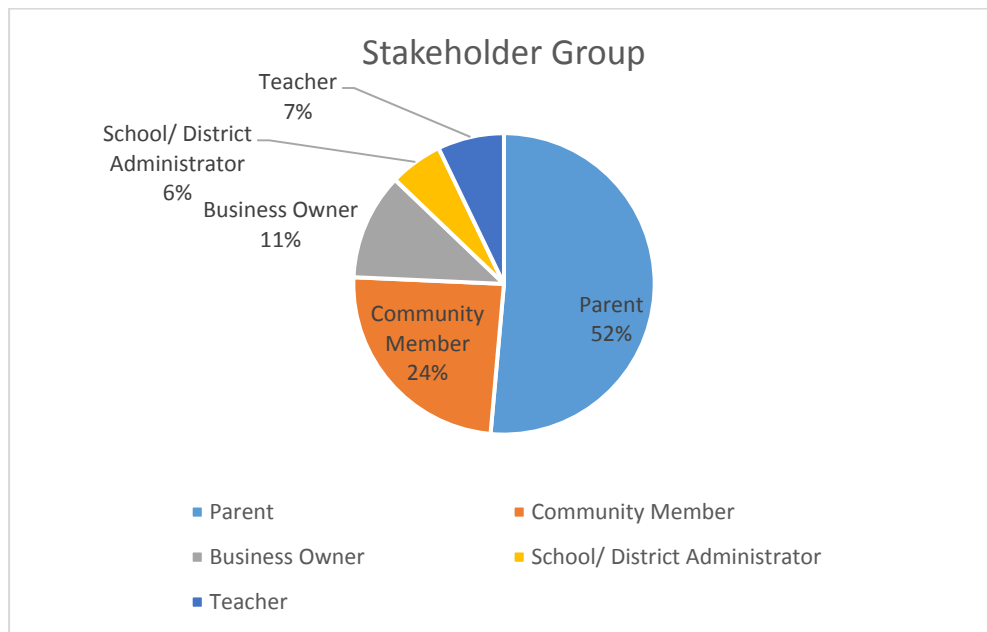


## VI-2 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

Gender	N	Percent
Male	19	27.1
Female	48	68.6
Missing/ No response	3	4.3
Total	70	100

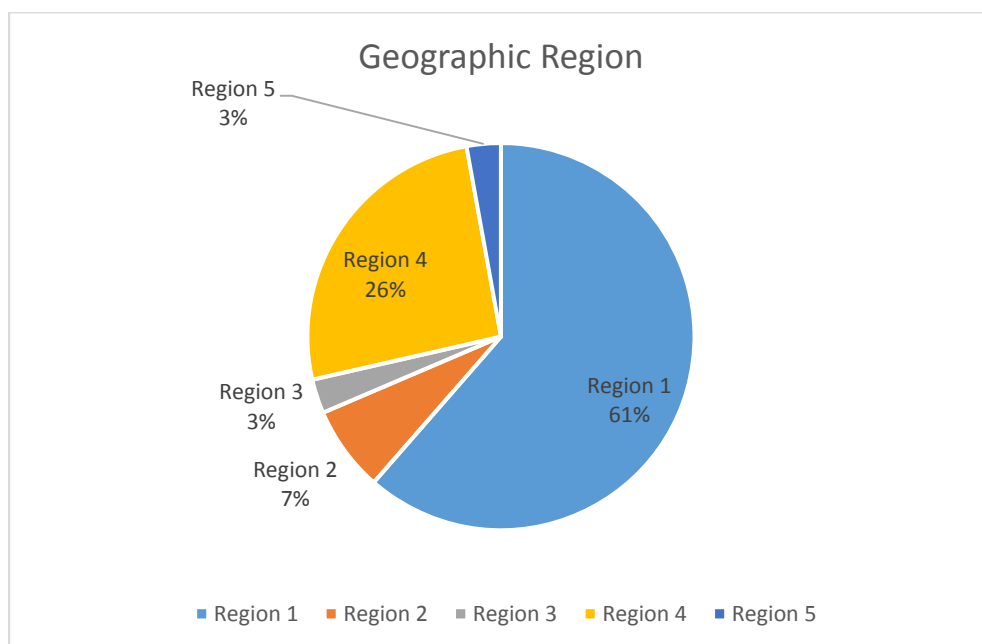


Stakeholder Type	Number	Percent
Parent	36	51.4
Community Member	17	24.3
Business Owner	8	11.4
School/ District Administrator	4	5.7
Teacher	5	7.2
Total	70	100



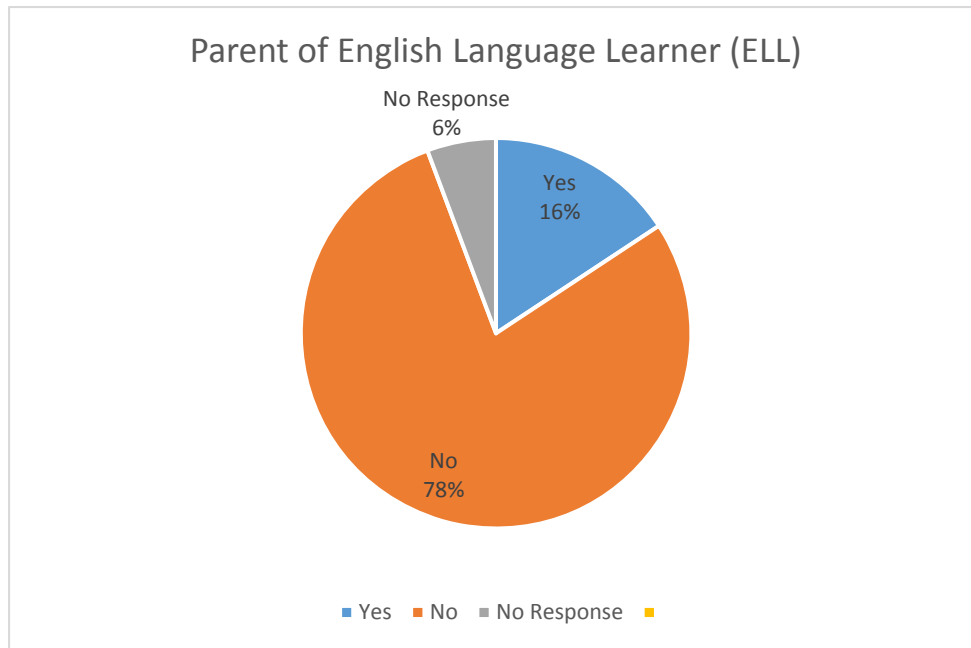
#### VI-4 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

Geographic Region	N	Percent
Cook County	43	61.4
Collar Counties	5	7.14
Northern Counties	2	2.9
Middle Counties	18	25.7
Southern Counties	2	2.9
Total	70	100



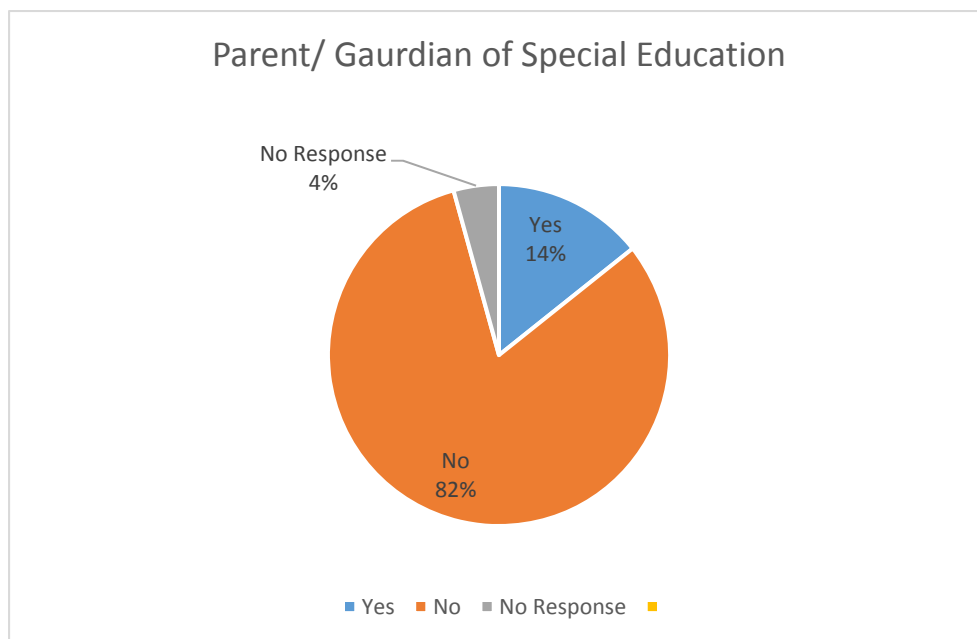


Parent of English Language Learner (ELL)	N	Percent
Yes	11	15.7
No	55	78.6
Missing/ No response	4	5.7
Total	70	100

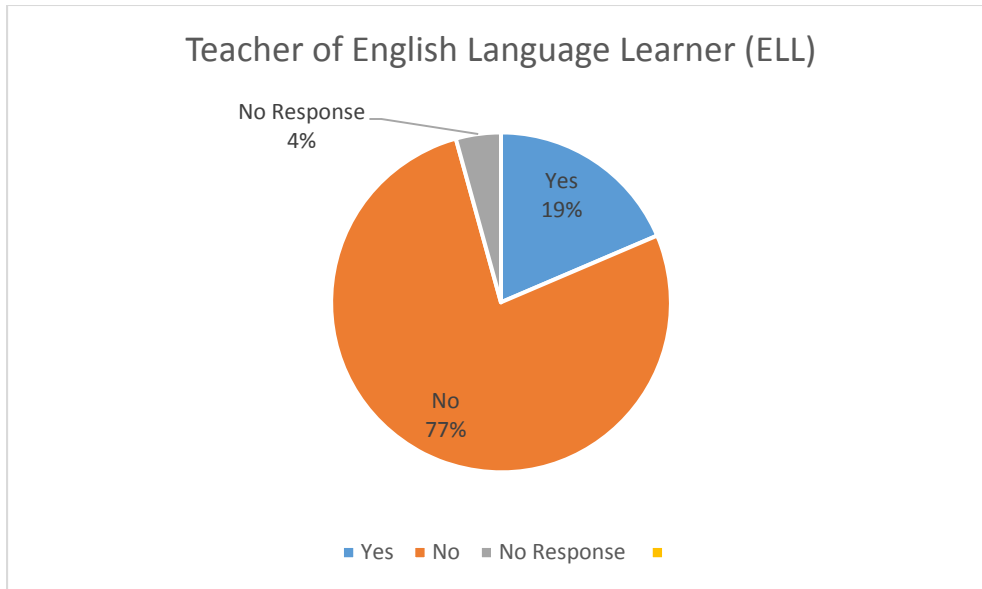


VI-6 Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

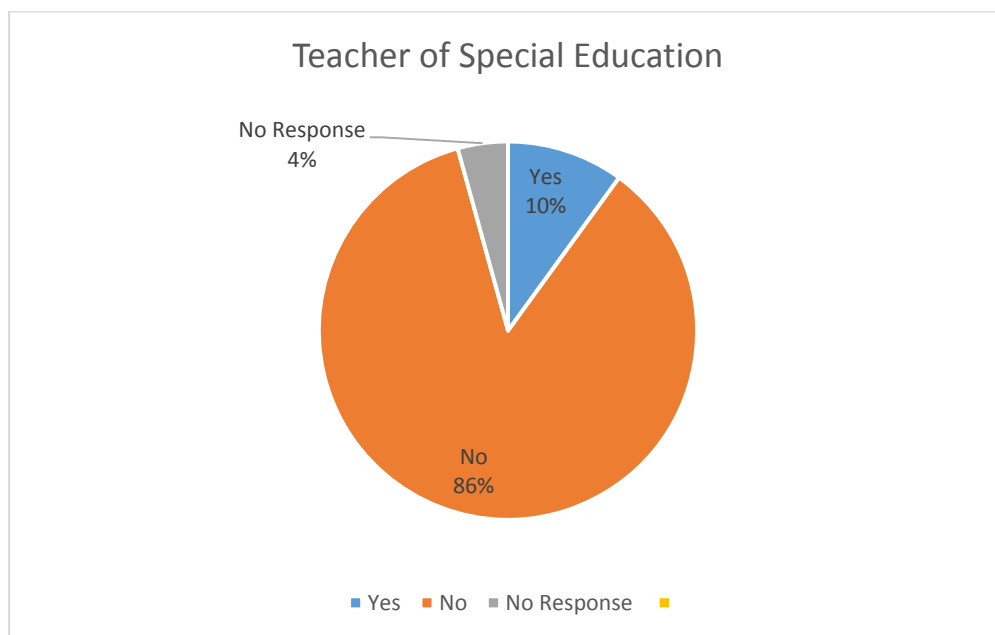
Parent of Special Education	N	Percent
Yes	10	14.3
No	57	81.4
Missing/ No response	3	4.3
Total	70	100



Teacher of English Language Learner (ELL)	Number	Percent
Yes	13	18.6%
No	54	77.1
Missing/ No response	3	4.3%
Total	70	100



Teacher of Special Education	N	Percent
Yes	7	10.0
No	60	85.7
Missing/ No response	3	4.3
Total	70	100



## **Appendix VII: Counties by Geographic Region Used for Analysis**



## Regions of Illinois

**Region One:** Cook

**Region Two:** DuPage, Kane, Lake, Will

**Region Three (Northern):** Boone, Bureau, Carroll, DeKalb, Grundy, Henry, Jo Daviess, Kankakee, Kendall, LaSalle, Lee, Marshall, McHenry, Ogle, Putnam, Rock Island, Stark, Stephenson, Winnebago and Whiteside

**Region Four (Middle):** Adams, Brown, Calhoun, Cass, Champaign, Christian, Clark, Coles, Cumberland, DeWitt, Douglas, Edgar, Ford, Fulton, Greene, Hancock, Henderson, Iroquois, Jersey, Knox, Livingston, Logan, Macon, Macoupin, Mason, McDonough, McLean, Menard, Mercer, Montgomery, Morgan, Moultrie, Peoria, Piatt, Pike, Sangamon, Scott, Schuyler, Shelby, Tazewell, Vermillion, Warren and Woodford

**Region Five (Southern):** Alexander, Bond, Clay, Clinton, Crawford, Edwards, Effingham, Fayette, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jasper, Jefferson, Johnson, Lawrence, Madison, Massac, Monroe, Perry, Pope, Pulaski, Randolph, Richland, St. Clair, Saline, Union, Wabash, Washington, Wayne, White, and Williamson







## **Appendix VIII: List of Key Themes & Findings**



## APPENDIX VIII: LIST OF KEY THEMES & FINDINGS

### Statewide Study of Feedback on Implementation of Key Illinois Education Initiatives

*Prepared by I-STEM at the University of Illinois at Urbana-Champaign for the Implementation Review Committee of the Illinois P-20 Council*

#### Collaborators:

Amber Kirchhoff – Project Manager  
Ayesha Tillman – Lead Researcher

Lizanne DeStefano – Research Advisor  
Derek Houston – Data Analyst

## Executive Summary

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### Background

The Implementation Review Committee of the Illinois P-20 Council was created in fall 2013. The charge of the Committee is as follows:

*“The P-20 Implementation Review Committee is charged with reviewing the implementation of key Illinois education initiatives, establishing a process to solicit stakeholder input into the review, identifying challenges to implementation, and offering suggestions to enhance implementation and continued improvement of education in Illinois. The committee chairs will coordinate with the Chair of the P-20 Council, the Joint Education Leadership Committee and the Coordinating Committee to plan the review. The committee will issue an annual report describing its activities, major findings and recommendations.*

*The co-chairs of the P-20 Implementation Review Committee will develop a work plan in consultation with the Chair of the P-20 Council. The plan will be submitted for review and feedback at a meeting of the full P-20 Council.”*

Committee membership includes:

- Administrators
- Advocates
- Parents
- Researchers
- School Board Members
- State Agency Representatives
- Teachers

The four priority initiatives identified by the Committee as the focus of the study were:

- Student Learning Standards
- Statewide Student Assessment
- Collection & Use of Student and Teacher Information
- Longitudinal Data System

Stakeholder focus groups identified for providing feedback included:

- Administrators
- Business Community
- Community Members
- Parents
- Teachers

## **Data Collection**

Data was gathered via a statewide survey and stakeholder focus groups.

The survey was administered online and was available from November 24, 2014 through January 5, 2015. A total of 2705 respondents from across the state participated. While teachers comprised roughly two thirds of the sample, participants from all stakeholder groups were included.

Targeted outreach was conducted to the following groups to engage a diverse cross-section of participants:

### ***Survey Outreach***

- African American Family Commission
- Latino Family Commission
- Latino Policy Forum
- IL Association of School Boards
- IL Business Roundtable
- IL Education Association
- IL Federation of Teachers
- IL P-20 Council
- IL Principals Association
- IL PTA

Thirteen focus groups were held between April 21, 2015 and June 4, 2015. Focus groups were held with all stakeholder groups. Focus groups with parents (6) and community members (4) represented the largest number of focus groups based on priorities of the Committee. Focus group discussions were organized by stakeholder type and included both in-person and teleconference options to provide access to a broader group of participants. In total, 70 participants took part in focus group discussions.

Targeted outreach was conducted to the following groups to engage a diverse cross-section of participants:

### ***Focus Group Outreach***

- African American Family Commission
- Black Start Project
- Brighton Park Neighborhood Council
- Generations Serving Generations
- IL Association of School Boards
- IL Education Association
- IL Federation of Teachers
- IL P-20 Council
- IL PTA & local PTAs
- Latino Family Commission
- Latino Policy Forum
- Local collective impact networks
- Local community foundations
- Logan Square Neighborhood Association
- Members of the IL Workforce Investment Board
- Parent Advisory Councils (PACs)

## Research Findings & Themes

Outlined below is a set of findings from the study which includes key takeaways from both the survey and focus groups. The findings are organized by themes within each initiative. Findings below represent both frequent feedback as well as unique findings.

Survey findings were considered the primary findings given the large data sample. Qualitative data from open-ended survey questions and focus groups were fewer in number and largely used for illustrative purposes to better understand specific data points as well as trends.

### *Student Learning Standards*

#### Familiarity with Standards

- Survey participants across all stakeholder groups reported high levels<sup>1</sup> of familiarity with the purpose of the standards.
- Survey participants across all stakeholder groups reported high levels<sup>2</sup> of familiarity with changes in instruction associated with the standards.
- Survey participants across all stakeholder groups reported high levels of familiarity with key changes in the standards and student expectations.<sup>3</sup>

#### Value of Standards

- During focus groups, parents and community members shared experiences with high mobility and referenced the value in having common standards across states.<sup>4</sup>

#### Challenges to Implementation

- On the survey, both administrators and teachers identified the following as the biggest challenges associated with the implementation of the Illinois Learning Standards<sup>5</sup>:
  - Sufficient planning time – 74% administrators, 77% teachers
  - Professional development – 69% administrators, 67% teachers
  - Lack of time due to multiple initiatives – 67% administrators, 60% teachers
- Of survey participants, compared to other grade levels (see below), pre-school teachers (9%) were least likely to report understanding of the standards as being one of the biggest challenges associated with the implementation of the Illinois Learning Standards.
  - Elementary – 31%
  - Middle – 32%
  - High School – 36%
  - College/University – 28%

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<sup>1</sup> At least 55% of each stakeholder group agreed or strongly agreed.

<sup>2</sup> At least 60% of each stakeholder group agreed or strongly agreed.

<sup>3</sup> At least 55% of each stakeholder group agreed or strongly agreed.

<sup>4</sup> Illinois Student Learning Standards are Common Core aligned in the areas of English Language Arts and Mathematics.

<sup>5</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

- In open-ended response items on the survey, parents listed professional development, need for differentiated learning, and parent engagement as some of the concerns related to the implementation of the Illinois Learning Standards.\

#### Family Engagement and Communications

- During focus groups, frequency and type communication between school and families on what students are learning varies widely.
  - The most effective ways to reach parents according to parents: face to face, email, text alerts, school website, online portal.
  - The least effective ways to reach parents according to parents: hard copy newsletters, flyers, etc.
- Nearly half of parents who responded to the survey indicated they were aware of how to access resources to support student learning and mastery of the new Illinois Learning Standards.
  - In focus groups, some parents indicated that they struggled to support students with homework assignments as a result of unfamiliar strategies and content, particularly in math.
- The importance of family engagement as a key component in student success was raised during focus groups. Participants across groups stressed the importance of families and educators working together to better support students and improve their learning.

#### Preparing Students for College and Careers

- Survey participants across stakeholder groups generally agreed that it is important that student learning standards are aligned to the skills and knowledge needed for success in college and careers.<sup>6</sup>
- On the survey, administrators (68%) agreed that standards will prepare students for success in careers. There was less agreement among business/community (44%), teachers (34%), and parents (29%).
  - During focus groups, some parents, teachers, and community members commented that there are a reduced number of vocational opportunities available to students today. Vocational and technical education offerings were valued as being important for job readiness.

#### Social Emotional Development and Life Skills

- Survey participants across stakeholder groups indicated that it was important that the Illinois Learning Standards built on the Illinois Social Emotional Development Standards.<sup>7</sup>
  - Business representatives and parents in focus groups spoke about the need for students to develop “life skills” such as interpersonal skills, organizational skills, and timeliness. Some parents and community members in focus groups defined “life skills” more broadly to include topics such as financial literacy and health.

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<sup>6</sup> At least 65% of each stakeholder group agreed or strongly agreed

<sup>7</sup> At least 50% of each stakeholder group agreed or strongly agreed

Use of Technology to Support Learning

- According to focus group findings, use of technology in classrooms to support student learning varies widely.
  - In focus groups, feedback included comments related to students having access to netbooks, schools allowing personal devices, and schools not having sufficient internet access.

*Statewide Student Assessments*<sup>8</sup>Familiarity with Assessments

- Survey respondents across stakeholder groups indicated that they were aware that Illinois had adopted the Partnership for Assessment of Readiness of College and Careers (PARCC).<sup>9</sup>
  - Administrators – 96%
  - Business Community – 61%
  - Community Members – 79%
  - Parents – 89%
  - Teachers – 92%
- Of survey participants, administrators (70%) reported highest levels of having utilized PARCC resources to learn about the assessment system’s history and development. Teachers (36%), parents (41%), business representatives (50%), and community members (27%) reported lower levels of use of PARCC resources to learn about the assessment system’s history and development.

Assessing College and Career Readiness

- On the survey, prior to the administration of the new assessment, stakeholders across groups were not able to say they were confident that PARCC would accurately assess college and career readiness.<sup>10</sup>

College Readiness<sup>11, 12</sup>

- Administrators – 17%
- Business Representatives – 29%
- Community Members – 18%
- Parents – 12%
- Teachers – 12%

Career Readiness<sup>13, 14</sup>

- Administrators – 8%
- Business Representatives – 0%
- Community Members – 11%
- Parents – 7%
- Teachers – 6%

<sup>8</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups and had not taken place at the time of the survey. Information on participation of study participants in field testing is not available.

<sup>9</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>10</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups and had not taken place at the time of the survey. Information on participation of study participants in field testing is not available.

<sup>11</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>12</sup> At least 30% of all stakeholder groups selected Neutral.

<sup>13</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>14</sup> At least 30% of all stakeholder groups selected Neutral. For business representatives and community members

- Comments from open-ended survey response items and focus groups related to the ability of PARCC to assess college and workforce readiness varied and included<sup>15</sup>:
  - Some indicated that it was too soon to tell whether or not PARCC is a reliable and/or accurate indicator of college and career readiness.
  - Postsecondary and workforce readiness is too complex and dynamic of a set of skills, knowledge, attitudes, and experiences to be able to be measured by a test.
  - Students' fluency with the testing platform or general computer savvy could skew test results.

#### Assessing Student Growth

- On the survey, prior to the administration of the new assessment, stakeholders across groups were not able to say they were confident that PARCC would accurately assess student growth.<sup>16</sup>
- On the survey, few respondents across stakeholder groups agreed that students had been exposed to the new Illinois Learning Standards long enough to begin being tested based on those standards.<sup>17</sup>
  - Administrators – 16%
  - Business Representatives – 20%
  - Community Members – 21%
  - Parents – 13%
  - Teachers – 10%
- Comments during focus groups and in open-ended survey responses related to the ability of PARCC to assess student growth varied and included:<sup>18</sup>
  - Many indicated that it was too soon to determine whether or not the assessment is a reliable and/or accurate indicator of student growth.<sup>19</sup>
  - Feedback noted the limitations of standardized tests and the need for multiple ways of measuring student learning and growth.
  - Students' fluency with the platform or computer savvy could interfere with test performance.
  - Factors outside the classroom could impact student test performance.

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<sup>15</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups and had not taken place at the time of the survey. Information on participation of study participants in field testing is not available.

<sup>16</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups and had not taken place at the time of the survey. Information on participation of study participants in field testing is not available.

<sup>17</sup> ILS were first adopted by the Illinois State Board of Education in 2010. Districts have been in the ongoing process of implementing the new standards since this time. Different districts are at different points in the transition.

<sup>18</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups and had not taken place at the time of the survey. Information on participation of study participants in field testing is not available.

<sup>19</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups and had not taken place at the time of the survey. Information on participation of study participants in field testing is not available.



Computer Based Assessments

- Many focus group participants commented that from a young age students are increasingly comfortable with computers and technology; and therefore were accepting of the transition to computer based assessment.
- Concerns raised during focus groups related to the transition to computer based assessments were varied and included:
  - Variation in technological capacity of schools and access to sufficient number of devices
  - Low income students potentially having limited experience with computers as compared to their peers and therefore different levels of keyboarding ability, familiarity with basic computer functions and commands, etc.
  - Developmental appropriateness of devices and platform for young students with developing motor skills
  - Young students having limited experience with computers outside of touch screen technology
  - Challenges and difficulties for students with special needs and English Language Learners

Diverse Learners

- Of survey respondents, fewer than half of parents and teachers considered themselves to be familiar with modifications and accommodations for special education students<sup>20</sup> or English Language Learners<sup>21</sup>. Administrators reported the highest level of familiarity with modifications and accommodations for special education students<sup>22</sup> and English Language Learners<sup>23</sup> with more than half indicating they were familiar.
- A majority of survey respondents across stakeholder types reported being neutral when asked if modifications and accommodations for special education<sup>24</sup> and English Language Learners<sup>25</sup> were sufficient. However, many reported disagreeing with the statement for both special education<sup>26</sup> and English Language Learners.<sup>27</sup>
  - Those who taught or were the parent or guardian of a child in these categories were typically more familiar with modifications and accommodations.
  - Type of needs discussed during focus groups and open-ended responses varied too widely among participants to be able to report common takeaways about experiences and perceptions of sufficiency of modifications and accommodations.
- Focus group participants commented on the importance of ensuring that test items were culturally relevant and appropriate.

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<sup>20</sup> 27% of Teachers reporting Agree or Strongly Agree, 35% of Parents reporting Agree or Strongly Agree

<sup>21</sup> 28% of Teachers reporting Agree or Strongly Agree, 40% of Parents reporting Agree or Strongly Agree

<sup>22</sup> 59% Agree or Strongly Agree

<sup>23</sup> 57% Agree or Strongly Agree

<sup>24</sup> 60% Teachers reporting Neutral, 54% Parents reporting Neutral, 51% of Administrators reporting Neutral

<sup>25</sup> 68% Teachers reporting Neutral, 60% Parents reporting Neutral, 60% of Administrators reporting Neutral

<sup>26</sup> 36% of Teachers reporting Disagree or Strongly Disagree, 35% of Parents reporting Disagree or Strongly Disagree, 30% of Administrators reporting Disagree or Strongly Disagree

<sup>27</sup> 28% of Teachers reporting Disagree or Strongly Disagree, 34% of Parents reporting Disagree or Strongly Disagree, 28% of Administrators reporting Disagree or Strongly Disagree

### Purpose and Utility

- Focus group participants commented that standardized test data would be more useful if test results were received more quickly after completing assessments. The delay makes it difficult to use the information to inform planning, interventions, and instruction.<sup>28</sup>
- During focus groups, teachers and parents shared that they typically rely more on homework, quarterly grades, grade point averages, and teacher developed assessments than standardized tests to understand student learning and development.

### Testing Time

- During focus groups and open-ended survey responses, some teachers and parents commented that there is too much testing generally and too much time in total spent on assessment and test preparation.<sup>29</sup>

### Test Stress

- As a part of focus group discussion, educators, community members, and parents expressed mixed sentiments regarding student anxiety around new assessment.<sup>30</sup>
  - Some indicated that they felt that the new assessment had caused unnecessary stress for students but others felt students were accustomed to standardized tests and were not especially impacted by the change in assessment.

### Timing and Transition

- A majority of survey participants reported that the Illinois Learning Standards had been in place in their district for at least 2 years.<sup>31</sup> Few survey participants across stakeholder groups agreed that students had been exposed to new standards long enough to begin being tested on them.
  - Administrators – 16%
  - Business Representatives – 21%
  - Community Members – 20%
  - Parents – 13%
  - Teachers – 10%
- Concerns were shared during focus groups and in open-ended survey responses regarding the amount of time teachers and schools had to prepare for the administration of a new assessment.

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<sup>28</sup> PARCC data is expected to be available following assessment administration after year 1. A full year of PARCC testing had not yet been completed at the time of the survey or most focus groups.

<sup>29</sup> During the course of the focus groups, PARCC announced a number of updates for the next year including a reduced number of items which is expected to reduce testing time.

<sup>30</sup> ILS were first adopted by the Illinois State Board of Education in 2010. Districts have been in the ongoing process of implementing the new standards since this time. Different districts are at different points in the transition.

<sup>31</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups. Information on participation of study participants in field testing is not available.

Other Assessments

- On the survey, all stakeholder groups agreed<sup>32</sup> that local high schools should offer the ACT to all high school juniors.
  - Administrators – 75%
  - Business – 92%
  - Community – 70%
  - Parents – 77%
  - Teachers – 70%
- Most stakeholder groups on the survey were supportive<sup>33</sup> of the use of WorkKeys, an assessment of job skills.
  - Administrators – 50%
  - Business – 79%
  - Community – 61%
  - Parents – 48%
  - Teachers – 57%

***Educator Performance Evaluations***Familiarity

- Across stakeholder groups, there was a high level of understanding of how teacher and administrator performance evaluations are to be implemented.<sup>34</sup>
  - Administrators - 92%
  - Business Members - 61%
  - Community Members - 70%
  - Parents - 59%
  - Teachers - 58%
- Teachers and Administrators reported having received guidance on the implementation of educator performance evaluation at high levels.<sup>35</sup>
  - Administrators - 86%
  - Teachers - 56%

Training of Evaluators

- Focus group participants discussed the importance of appropriate and consistent training for evaluators.

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<sup>32</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>33</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>34</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>35</sup> Districts may be at different points in the adoption of a new educator performance evaluation system. All districts are required to have an updated system in place by Fall 2016.

### Engagement with Families

- During focus groups, regular communication and contact with parents was associated with a high quality teacher. Similarly, being visible and accessible to parents and community was seen as being a sign of a good principal.

### Observation Based Evaluation

- Feedback during focus groups reflected support for observation being an important component of performance evaluations. Limitations of observations as a one-time snapshot were cited as a concern.

### Use of Student Growth

- Survey participants across groups except for teachers agreed that growth in student learning should be taken into consideration as a part of teacher performance evaluations.<sup>36</sup>
  - Administrators – 65%
  - Business – 69%
  - Community – 59%
  - Parent – 56%
  - Teacher – 30%
- Survey participants across groups except for teachers agreed that growth in student learning should be taken into consideration as a part of administrator performance evaluations.<sup>37</sup>
  - Administrators – 60%
  - Business – 59%
  - Community – 55%
  - Parent – 58%
  - Teacher – 35%
- A majority of focus group participants indicated that student growth was important to consider in understanding educator performance, so long as it was among other factors.
- Concerns expressed about educator performance evaluations during focus groups and in open-ended survey response items were varied and included:
  - Limitations of standardized tests to accurately and reliably measure growth in student learning and the importance of using multiple measures.
  - PARCC assessment is new and it may be too soon to be reliably used as the basis for student growth.<sup>38</sup>
  - Some factors are independent of a teacher or administrator control but have a significant impact on growth in student learning such as parent involvement, socioeconomic status, ability level, attendance, and disciplinary or behavioral issues.

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<sup>36</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>37</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>38</sup> PARCC had only been field tested at the time of the survey and the inaugural year of testing was in progress during most focus groups. Information on participation of study participants in field testing is not available.

## *Collection & Use of Student and Teacher Information*

### Familiarity

- Few survey participants across stakeholder groups reported having received information about the Illinois Longitudinal Data System (LDS).<sup>39</sup>
  - Administrators – 25%
  - Business – 35%
  - Community – 29%
  - Parents – 23%
  - Teachers – 7%
- On the survey, the level of understanding of how student and educator data is currently collected and used varied widely across stakeholder groups. Administrators indicated the highest level of understanding.

### Purpose and Utility of Longitudinal Data

- During focus groups, administrators and business representatives had the greatest awareness about types of longitudinal data collected and familiarity with potential uses. Awareness and familiarity amongst teachers, community members, and parents was lower.
- As a part of focus group discussions, administrators, business representatives, and community service providers<sup>40</sup> were favorable to the use of longitudinal data and cross-sector sharing of aggregate data, particularly at the local/regional level.
  - Focus group participants who were favorable to collecting, linking, and sharing data cited improved capacity for planning and coordination service as reason for support.
    - Business community indicated they saw value in having longitudinal data to better understand trends and gaps between education and the workforce.
    - Administrators indicated they saw value in having longitudinal data to better understand secondary to post-secondary education transitions and education to employment pipeline.
    - Interoperability of systems was cited as a common frustration related to the use of cross-systems and longitudinal data.

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<sup>39</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.

<sup>40</sup> Community service providers were a sub-group within community member focus groups.

Data Privacy and Security

- Roughly half of survey respondents across stakeholder groups reported being familiar with existing laws and protections related to data collection and use.<sup>41</sup>
  - Administrators – 55%
  - Business Community – 50%
  - Community Members – 47%
  - Parents – 48%
  - Teachers – 20%
- Participants in focus groups referenced the importance of having appropriate regulation and policies in place to protect and preserve privacy and security.
- During focus groups, parents expressed interest in being able to learn more about current protections, such as types of data collected as well as access and use for each type.
- Concerns expressed over data security and privacy were varied and included:
  - Parents expressed concerns during focus groups about potential risks associated with tracking individual student data and access to student records.

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<sup>41</sup> Question was on a five point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Percentages reflect responses “Agree” and “Strongly Agree”.